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ABSTRACT

This publication is designed to assist elementary and secondary schools in strengthening instruction by identifying and eliminating sexual stereotyping in educational materials. The model illustrates some of the ways in which curriculum and instructional materials may be developing sex stereotyping, offers suggestions for avoiding or correcting the situation, and fosters the realization that fuel for sex bias exists. Chapters are as follows: "Description of Model," "Guidelines for Reviewers," "Plan of Action," "The Language of Sexism," "Stereotyping," "Balance vs. Imbalance," and "What Should Be Done about Biased Instructional Materials." Also included are excerpts from the guidelines of three publishers (Ginn and Company; Holt, Rinehart and Winston; and Scott, Foresman and Company) and a bibliography. (JM)

REVIEWING CURRICULUM FOR SEXISM

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Curriculum Development
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PREFACE

The State Education Department is committed to the goal of insuring equal educational and employment opportunities for women. The Regents Position Paper, *Equal Opportunity for Women*, provides a statement of policy as well as specific recommendations for action to guide the schools of the State toward achieving that goal. Two years ago, I established a Task Force on Equal Opportunity for Women to advise me on methods for implementing the Position Paper, both in the Department and in the educational and cultural institutions of the state. The Task Force initiated the preparation of this publication in the Division of Curriculum Development.

One of the major recommendations in the Position Paper is that of ending sexual stereotyping in the elementary and secondary schools. This publication, "Reviewing Curriculum for Sexism," is designed to assist schools in this important task. It provides a model for use in identifying and eliminating sexual stereotyping in educational materials. In addition, the preparation of this publication has given the Department an opportunity for careful examination of its own materials.

We recommend the use of this model to the schools for the purpose of strengthening instruction by eradicating derogatory stereotypes. In addition, the process of review and analysis will develop greater sensitivity on the part of each person who participates.

Ewald B. Nyquist
President of The University and
Commissioner of Education

FOREWORD

All of us carry stereotypes in our minds regarding the appropriate roles for males and females. These attitudes have been part of our environment since we were born. So much of what we have been exposed to has conditioned us, intentionally or unintentionally, to see things as very characteristic for one sex but not for the other. Since we entered school the subject matter content and the very words themselves have supported and reinforced the concepts of sex differences and the idea that certain behavior may be acceptable for one but not for the other.

If we are to free ourselves from sex stereotyping, we must first sensitize ourselves to the fact that it exists. Only then can we take cognizance of ways to remove these overt or subliminal methods of bias indoctrination. Herein lies the purpose of this bulletin. It attempts to illustrate some of the ways in which curriculum and instructional materials may be developing sex stereotyping. In some instances it offers suggestions for eliminating or correcting the situation, in others it attempts to make us more sensitive or at least aware that fuel for sex bias exists.

It seems most appropriate that we take a look at our own State curriculum guides to search out examples where we have unintentionally contributed to sex stereotyping in the past. By so doing, we hope that local school staff will be helped by suggestions and specific examples to review their own local guides and to revise them where necessary. Equally important, we have also sought to provide teachers with suggestions for using existing textbooks and other materials in a way that will minimize any sex stereotypes they now contain or to use them to advantage in the teaching process.

The Department is extremely grateful to Mary Kinsella, former consultant in Early Childhood, Rochester Public Schools; Margaret McCrory, World of Inquiry School, Rochester; and Helen Rice, Executive Secretary, New York State Association for Supervision and Curriculum Development, who served as reviewers of State Education Department publications. Acknowledgment must also be made to all the publishers who have aided us in this project especially to McGraw-Hill; Holt, Rinehart and Winston; Scott, Foresman and Company; and Ginn and Company, who so generously allowed us to reproduce so much of their material throughout the publication. Appreciation is likewise extended to the Commissioner's Task Force on Equal Opportunity for Women whose leadership and support make this project possible.

Robert H. Johnstone, chief, Bureau of Elementary Curriculum Development, and Janet M. Gilbert, associate in Secondary Curriculum Development, were responsible for organizing and preparing the entire publication for press.

GORDON E. VAN HOOFT
Director of Curriculum Development

VIVIENNE N. ANDERSON
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DESCRIPTION OF MODEL

Each school system has the responsibility for implementing Regents Position Paper 14, *Equal Opportunity for Women*. One section of this statement notes:

> 2.a. "Special care must be taken in elementary and secondary schools to use textbooks which do not depict men and women in stereotyped sex roles. The content of courses must be revised, where necessary, to give a balanced account of women's contributions to our civilization."

This publication outlines the procedures used by the State Education Department in examining some of our own publications for sexism. It includes examples of positive as well as biased statements, and suggests ways that the latter can be changed in emphasis or intent. It lists sources of help to those who will be developing curriculum materials in the future. In short, it presents a model for use in reviewing curriculum for sexism.

Only a small portion of the selections from State publications are included here, to demonstrate various types of bias or sensitivity to bias, which can be found in curriculum guides. The total data will be filed with the subject specialists and their curriculum counterparts, to provide assistance in the revision of existing curriculum publications and in the preparation of future materials.

In adapting the model to local needs, schools can profit from the experience of the people involved in this project. Each found that she/he had become much more sensitive to the feelings of both sexes, with respect to the images produced by words and pictures. It would seem that the wider the participation in such a venture, the more consciousness-raising is accomplished.

Several publishers have given permission for the reproduction, in whole or in part, of their guidelines. In order to provide definitions and examples within the text of this publication excerpts have been drawn from *Guidelines for Equal Treatment of the Sexes*, in McGraw-Hill Book Company publications.

However, to give schools other alternatives, three others are included in the appendix:

Guidelines for Improving the Image of Women in Textbooks, from Scott, Foresman and Company.
Treatment of Minority Groups and Women, from Ginn and Company.
The Treatment of Sex Roles, Holt, Rinehart and Winston.

In each case, these publishing companies have indicated that the guidelines can be reproduced in quantity at the local level, as long as credit is given to the respective publisher.

GUIDELINES FOR REVIEWERS

Looking at the whole course of study

- . "sexless" in slant; not designed just for girls or just for boys
  - by direct identification, in introductory statement
  - by inuendo: use of pronouns, verbal examples, illustrations
  - by types of readings, case studies, and other studies suggested
- . continuing in treatment
  - women's roles, struggle for equality, etc. - included in all chronological time periods, or related topics, culture studies, problem areas, etc.
  - no tokenism: brief examples of women who "also achieved" are not enough

Analyzing its parts

- . treatment of both women and men as persons sharing humanity and common attributes
  - avoidance of stereotypes through literature, quotations, graphic illustrations: Do suggestions for teachers include questions and strategies designed to develop skill in detecting bias, analyzing the material in terms of its effect upon readers/viewers? Are valuing activities suggested at this point?
  - balance, in showing both male and female persons in strong and weak roles
  - portrayal of both women and men as facing common decisions to be made, common options, common activities. (The driver in a time-rate-distance problem should not always be male!)
- . portrayal of variety in role, values, lifestyle for both males and females
  - avoidance of vocabulary, statements, questions, etc., which depict a "preferred role" of wife and mother, of a successful father concerned with "getting ahead," etc.
  - inclusion of examples of women and men in literature and in history who have played different roles, adopted different lifestyles
  - avoidance of characterization of male-female relationship as desirable and exclusively characterized by conquering male/sex object roles

Fair and comprehensive treatment of the women's movement

- avoidance of illustrations, expressions, questions, statements, which mock or degrade the movement, or those involved
- inclusion of questions and skill-building strategies for students to deal with stereotyping in literature, quotations, and graphics dealing with the women's movement.

Editorial concerns (Reference by the reviewers to the McGraw-Hill guidelines and others will be helpful.)

- . Balance in female-male references ("He" does not have to precede "she" every time!)
- . Vocabulary -- avoidance of use of qualifying adjectives, nonparallel terms and expressions, etc.

(These were the guidelines established for reviewers hired by the State Education Department.)

PLAN OF ACTION

STEP	BY WHOM	RATIONALE AND DESCRIPTION
. the need is determined	Womens Task Force and Curriculum Division	positive action needed to implement Regents Position Paper
. the task is defined: all publications, K-12, in - English Language Arts - Mathematics - Science - Social Studies plus (Consumer Education, Environmental Education)	Curriculum Division personnel/reviewed by Task Force	basic subject areas; manageable task; exemplars applicable to all other subject areas
. the reviewers are selected	teacher-consultants from city and suburban districts, K-6 and 7-12 experience	to provide school experience at all grade levels
. the criteria are established	(1) by curriculum personnel, with review by Task Force (see p. 3.) (2) extrapolated by reviewers from (1)	Reviewer's Categories Positive: Neutral (sexless); Avoidance of tokenism; Avoidance of stereotypes Negative: Boy-oriented; Girl-oriented Stereotypes -girl/woman -boy/man -preferred roles -conquering male -subordinate female; Degrading of women's movement; Tokenism; Imbalance
. use is made of the data:	(1) curriculum personnel/ Task Force to publish the model (2) subject specialists/ curriculum personnel: - to consider in planning future publications - to use in work with school districts	

11/12

THE LANGUAGE OF SEXISM

Current research suggests that by middle childhood cultural expectations have been internalized by children. Language usage and vocabulary are important conveyers of a society's prevailing value system. Use of unequal terms for the two sexes, consistent positioning of one sex before the other, labels which degrade or denigrate, even the assumption that "One" is always "he," are all devices which denote one sex as of more worth than another.

It is important, therefore, that instructional materials from the earliest levels be written to communicate recognition and acceptance of the worth of both sexes. Both curriculum guides for teachers and instructional materials for students warrant reexamination in this respect. In referring to teachers as well as to others in the educational system, it is important that we communicate that these persons may be of either sex.

Avoiding the use of the generic pronoun, "he," is not easy, but is worth the effort and can be accomplished in such ways as the following, used appropriately:

- use of the plural form
- alternating the use of he and she
- use of the symbol, s/he
- alternating the use of he/she and she/he
- alternating use of the two terms in the phrases "girls and boys"; "men and women."

In dealing with the pronoun problem, McGraw-Hill's Guidelines offer these suggestions:

> *The English language lacks a generic singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one ..he," anyone...he," and each child opens "his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.*
>
> *Various alternatives may be considered:*
>
> *(1) Reword to eliminate unnecessary gender pronouns.*
>
> | *no* | *yes* |
> |---|---|
> | *The average American drinks his coffee black.* | *The average American drinks black coffee.* |
> | *(2) Recast into the plural.* | *Most Americans drink their coffee black.* |

(3) Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

(4) Alternate male and female expressions and examples.

no	yes
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say,"She's not the right person for the job," or "He lacks the qualifications for success."

(5) To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

These guidelines can only suggest a few solutions to difficult problems of rewording. The proper solution in any given passage must depend on the context and on the author's intention. For example, it would be wrong to pluralize in contexts stressing a one-to-one relationship, as between teacher and child. In such cases, either using the expression he or she or alternating he and she, as appropriate, will be acceptable.

Guidelines for Equal Treatment of the Sexes, P.9

Examples from State publications:

What does the disadvantaged youth want in life?

Basically, he wants the same things other more fortunate youths seek: he wants to have the approval of the group with whom he associates; he wants to know about himself; he wants to get along with the opposite sex; he wants help in finding a way of life and a pattern of thinking that is satisfying (a philosophy of living); and perhaps most important of all to him at the moment, for it leads to the satisfaction of many other of his needs, he wants training for a career, whether it be a job or a profession.

Guidelines in Teaching the Disadvantaged, P.3

Reviewer's Comment: Throughout the whole guide the disadvantaged youth is referred to as "he."

If this is a pattern which cannot be avoided, then the suggestion in the McGraw-Hill Guidelines, of the inclusion in the preface of an emphatic statement concerning the use of the masculine pronoun, with additional reminders, would help.

Note the use of both male and female pronouns in the selections below:

Objectives	Activities
Understand the multiple meanings of words	Present a series of sentences to the class containing the word *run*. She sat motionless, watching the milk *run* across the grimy tablecloth. Hot water will often cause colored clothing to *run* in a washing machine. He had the *run* of the house. She saw a *run* in her stocking.

English Language Arts: Reading Section K-12, P.27

The selections below illustrate that the plural can often be used without making the passage clumsy or incorrect grammatically:

Understand the contributions of foreign languages to English.	Encourage pupils studying foreign languages to comment on cognates they encounter in their reading or study in their foreign language and discuss with the class shades and differences in meaning. When pupils encounter words or phrases of foreign origins in their reading, encourage them to investigate the origin and history of such expressions rather than merely to determine meaning.

English Language Arts: Reading Section K-12, P. 27

We have been building up to another form of the division algorism. The children are also gaining experience in their understanding of the numbers actually involved. These steps are intended to aid them in actively thinking through the operation. This work should be done with two and three digit numbers.

Operations Basic Number Processes, P. 23

On the same page, however, are several sentences in which the "child" is referred to as "he."

In the case below, the plural has been used in the preceding sentence, and this specific sentence is intended to convey the importance of

"individualization" in instruction. Either the pronouns referring to "child" may be alternated throughout the page; a statement concerning use of pronouns may be added to the introductory sections; or the wording of the sentence can be changed.

> Some of our children will take longer to reach this abstract form of algorism. The building process should be continued as long as it is necessary for each child until he demonstrates the understanding and ability to work with this last, highly abstract form of computation.
>
> *Operations Basic Number Processes, P. 23*

Suggested rewording:

> The building process should be continued as long as necessary until each child demonstrates the understanding and ability to work with this last, highly abstract form of computation.

An equally difficult area in which to provide a balanced treatment of the sexes is the language related to the concept, mankind. Terms which use man to designate humanness create the impression that women are not included.

In reference to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for man-words:

no	*yes*
mankind	*humanity, human beings, human race, people*
primitive man	*primitive people or peoples; primitive human beings; primitive men and women*

no	*yes*
man's achievements	*human achievements*
If a man drove 50 miles at 60 mph	*If a person (or driver) drove 50 miles at 60 mph. . .*
the best man for the job	*the best person (or candidate) for the job*
manmade	*artificial, synthetic, manufactured; constructed, of human origin*
manpower	*human power, human energy; workers, workforce*
grow to manhood	*grow to adulthood; grow to manhood or womanhood*

Guidelines for Equal Treatment of the Sexes. Pp. 7-8

Examples from State publications:

How does man protect himself and his property from damage by thunderstorm activity?	Recognition of lightning as being an electrical phenomenon is basic when one considers the protection of life and property from lightning.

Science 7,8,9. Block H. P. 51

Possible correction: How can people protect themselves and their property from damage by thunderstorm activity?

After the students have read appropriate and related literary selections, have them write compositions comparing or contrasting two selections. Some students will want to establish their own basis for comparing or contrasting; other students may use suggested topics, such as

> How do the two authors differ in their view of man?
> How are the two selections similar in their approach to man versus environment?

English Language Arts: Composition K-12, P. 79

The term humanity can be substituted. However, an appropriate alternative might be to propose a preliminary discussion of the use of man for humanity or human beings. Time should be given for expressions of feelings concerning this usage.

Invite a businessman or member of a local civic organization (Kiwanis, P.T.A., Elks, Moose, Boy's Club, Lions, etc.) to talk about ways businessmen assume the responsibility of working together for the betterment of the community.

Respect for Rules and Law, P. 48

The solution here should be obvious. "Business person" is an acceptable term. In addition, a more balanced representation of civic organizations might include Business and Professional Women, League of Women Voters, Zonta International, and others.

Another problem is the word which has man as a suffix, but may relate equally to women.

Occupational terms ending in man should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.

no	*yes*
congressman	*member of Congress, representative (but Congressman Koch and Congresswoman Holtzman)*
businessman	*business executive; business manager*
fireman	*fire fighter*
mailman	*mail carrier, letter carrier*
salesman	*sales representative, salesperson, sales clerk*
insurance man	*insurance agent*
statesman	*leader, public servant*
chairman	*the persons presiding at (or chairing) a meeting; the presiding officer; the chair; head; leader; coordinator; moderator*
cameraman	*camera operator*
foreman	*supervisor**

*In this case, the change in wording may present an incorrect picture. In many business organizations, the employment grades, "foreman" and "supervisor" are quite different, both as to level of responsibility and to tasks to be performed.

Language that assumes all readers are male should be avoided.

no	yes
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

Guidelines for Equal Treatment of the Sexes, P. 9

The language used to designate and describe females and males should treat the sexes equally.

Parallel language should be used for women and men.

no	yes
the men and the ladies	the men and the women the ladies and the gentlemen the girls and the boys
man and wife	husband and wife

Note that lady and gentleman, wife and husband, and mother and father are role words. Ladies should be used for women only when men are being referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper, a woman in a grocery store should be called a customer, not a housewife.

Another case of parallelism is concerned with form of address.

> Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital relationships (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say Prime Minister Gandhi) or is paired up with similar references to men.
>
> A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

no	yes
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King

no	yes
Billie Jean and Riggs Mrs. King and Riggs	Billie Jean and Bobby King and Riggs Ms. King (because she prefers Ms.) and Mr. Riggs
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Dr. Dayan

Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which she chooses to be known, whether her name is her original name or her married name.

Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

no	yes
College boys and co-eds	students

Insofar as possible, job titles should be nonsexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female.

no	yes
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner; servant

Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she or he.

no	yes
the consumer or shopper...she	consumer or shoppers...they
the secretary...she	secretaries...they
the breadwinner...his earnings	the breadwinner...his or her earnings or breadwinners...their earnings

Guidelines for Equal Treatment of the Sexes,
P. 10-11

Examples from State publications:

> Invite a local lawyer to address the class. Ask him to describe the selection of a jury and state the reasons why the selection is made in that particular manner. Then have him explain the directions given to the members of the jury before the session begins. Ask him to state the oath required of each witness before he gives testimony and describe its significance. In addition, have him describe the manner in which each of the lawyers questions a witness, his motives for his manner and line of questioning and the reason why the present court system allows both the prosecuting and the defending attorneys an opportunity to question each witness. Then have him describe the opening and closing statements made by each of the attorneys and their relative positions in the case.
>
> *P. 35*
>
> Ask the school nurse to explain the use and purpose of an audiometer -- an instrument designed to measure the subject's ability to hear sounds of various frequencies in each of his ears. If possible, have her teach the students how to conduct "sweep tests" and then let them measure each other's acuity of hearing.
>
> *P. 50*
>
> *English Language Arts: Listening and Speaking K-12*

These can easily be changed in line with the suggestions above.

STEREOTYPING

Some sociologists have credited Walter Lippmann with the concept of stereotype. As a journalist, he was familiar with the process whereby a stereotype plate could reproduce a number of like copies. He used this term to describe the human tendency to see individuals or situations in the light of notions formed by previous experiences.

Even earlier in his writing career, Lippmann had described a situation under which many stereotypes were formed.

> "From the economic and spiritual subjection of his mother the child forms its ideal of the relations of men and women. We speak about the influence of the parents. It is deeper than most of us realize. The child is influenced by its parents, but not only for good, as sentimentalists seem to imagine. A boy may absorb all the admirable qualities of his father, but he is just as capable of absorbing his father's contempt for woman's mind, his father's capacity for playing the little tyrant, and his father's bad economic habits. The girl learns to obey, to wait on the lordly male, to feel unimportant in human affairs, to hold on with unremitting force to the privileges that sex gives her. And out of it all we get the people of today..."
>
> *Lippmann, Drift and Mastery, Pp. 228-229*

Many stereotypes formed at home are unwittingly reinforced by classroom experiences; other new ones are created. It is particularly important, therefore, to examine all learning materials for indications of stereotyping devices.

Even more important, perhaps, is to look for ways that the very stereotypes which exist in texts and curriculum materials can be used to advantage, to teach students to look beyond the irrational image upon which so many faulty judgments are based.

Examples from State publications:

The stereotype is often created by the picture:

The *associative law of addition* need not be expressed to primary children as a verbal definition. Perhaps a series of concrete examples would serve as a better method for imparting understanding. The set of objects might consist of a set of three boys, another set of two girls, and a final set consisting of a boy and a girl, who are not in the other sets.

5

Operations, Basic Number Processes, P. 7

In commenting on this illustration, the reviewer noted that it was out of date, but in addition, it tends to create a stereotype of girls, as preoccupied with appearance. (A class discussion of this picture might bring adverse male reactions to the impression created of boys also!)

Some other illustrations which tend to reflect a derogatory stereotype of women:

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
DO SO-CALLED HEALTH SPAS, REDUCING SALONS, AND SLIMMING CLINICS SERVE CONSUMERS WELL?		*Beauty Products and the Consumer, P.58*

(This is one of 3 illustrations in the guide of individuals with weight problems, all of which were female.)

Stereotypes are equally often conveyed by prose passages:

Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

no	*yes*
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	*The Harrises are an attractive couple. Henry is a handsome blonde and Ann is a striking brunette.*
OR	*The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.*
	The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Examples of practices to be avoided: focusing on physical appearance (a buxom blonde). using special female-gender word forms (poetess, aviatrix, usherette), treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humorous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, ladylike little girl. Jokes at women's expense--such as the woman driver or nagging mother-in-law cliches--are to be avoided.

no	*yes*
the fair sex; the weaker sex	*women*
the distaff side	*the female side or line*
the girls or the ladies (when adult females are meant)	*the women*
girl, as in: I'll have my girl check that.	*I'll have my secretary (or my assistant) check that. (Or use the person's name.)*

no	yes
lady used as a modifier, as in lady lawyer	lawyer (A woman may be identified simply through the choice of pronouns, as in: the lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the airline's first female pilot.)
the little woman, the better half; the ball and chain	wife
female-gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female-gender or diminutive word forms, such as suffragette, usherette, aviatrix.	suffragist, usher, aviator (or pilot)
libber (a put-down)	feminist; liberationist
sweet young thing	young woman; girl
co-ed (as a noun)	student
(Note: Logically, co-ed should refer to any student at a co-educational college or university. Since it does not, it is a sexist term.)	
housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term
The sound of the drilling disturbed the housewives in the neighborhood	The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood)
Housewives are feeling the pinch of higher prices	Consumers (customers or shoppers) are feeling the pinch of higher prices
career girl or career woman	name the woman's profession: attorney Ellen Smith: Maria Sanchez, a journalist or editor or doctor or lawyer or agent.

Guidelines for Equal Treatment of the Sexes, Pp. 4-6

Cartoons and other visuals which may be blatantly sexist may be very useful in teaching sensitivity. A reviewer of *Teaching About Basic Legal Concepts in the Junior High School* identified the cartoon on page 30 of that publication as conveying the "stupid woman" stereotype. Because the copyright holder is unable to make that cartoon available for reprint in this publication, a substitute is offered below.

Questions and strategies such as role playing can be used to elicit feelings of girls to this type of representation. Boys can present alternative cartoons which they find degrading to them.

It is interesting to note that the message of the 1919 cartoon below has been repeated in some recent material concerning women's entrance into careers formerly considered male-oriented.

Caption:

"Official (to applicant for post as policewoman). 'AND WHAT WOULD YOU DO IN THE EVENT OF A STREET ACCIDENT?'
"Applicant. 'OH, I SHOULD—ER—CALL A POLICEMAN.'

(From *Punch, or the London Charivari*, January 22, 1919, p. 66.)

Examples from State publications:

Find the topic sentence in a paragraph	Present a simple paragraph as the following: Mme.Loisel was a pretty but silly woman. She was unhappy because she could not afford fine clothes. She was wretched because she did not own the jewels she thought would enhance her beauty. Have the students draw a line under the sentence which gives the main idea. Repeat this exercise using paragraphs where the topic sentence comes in the middle and at the end. Elicit the fact that the topic sentence gives the main idea of the paragraph and can come anywhere in the paragraph.

English Language Arts: Reading Section K-12, P. 40

The paragraph is a quote from de Mauppesant's The Necklace. Therefore the teacher is faced with the alternative of finding another passage equally suited to her/his teaching objectives, or of dealing in class with the attitudes conveyed by the derogatory words about Madame Loisel. To remove all derogatory statements is to remove realism. This becomes a case for balance in the total curriculum picture, or for strategies which permit students to reflect sensitivity.

The same is true with the illustration drawn from The Legend of Sleepy Hollow. Ichabod Crane is not a desirable image for men.

Use punctuation as an aid to comprehension	Draw students' attention to a highly punctuated sentence in their reading such as: Ichabod, who had no relish for this strange midnight companion, and he bethought himself of the adventure of Brom Bones with the Galloping Hessian, now quickened his steed, in hopes of leaving him behind. (Material adapted from *The Legend of Sleepy Hollow).* Discuss the meaning of this sentence with and without punctuation marks.

English Language Arts: Reading Section K-12, P. 41

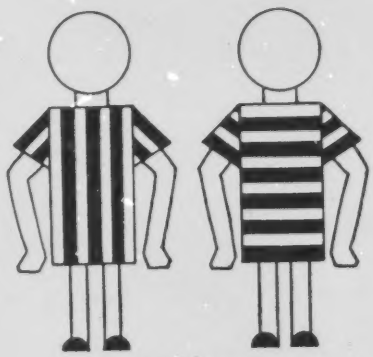
Given a real life situation, or one portrayed in a television drama such as *All In The Family*, the student can analyze the type of obstacle which is impeding change, and can suggest ways that the obstacle can be circumvented.

Teaching About Basic Legal Concepts in the Senior High School
Module 3, P. 85

All In The Family is often condemned, for its use of the stereotype of the bigot, in Archie Bunker. Many men probably resent him as a male image. Women equally resent the stereotype of the stupid woman, as portrayed by Edith. A teacher should consider these feelings before using such portrayals in class.

Note the effect of the illustration upon exercise 1102, below. Although the reference in the problem is sexless, the average student would probably see it in terms of relating to females.

The problem which follows, (number 1103) however, is balanced and addressed to both.



1102

1102* Ask each pupil to draw two simple outline figures exactly alike. Use a rectangle one inch by two inches for the body. Draw around a penny to represent the head. Make the arms and legs exactly the same length and thickness.

Now draw heavy vertical lines on the costume of the first figure. Draw heavy horizontal lines on the costume of the second figure. Notice how the vertical lines give the first figure the illusion of greater height and slenderness than the second figure. Relate this to the choosing of clothes that are appropriate for the body build.

1103 From catalogs or other sources make two identical carbon paper tracings of a boy or girl. On one figure, color the clothes a neutral color or black but use bright colors for the other. Decide which appears

the more tall and slender and which is more suitable and attractive for the particular figure that was used.

Bright-colored clothes properly chosen make thin children look heavier and plumper. Dark or neutral colored clothes help make chubby figures look taller and slimmer.

General Science Handbook, Part 1, Pp. 36-37

A form of stereotype is that expression which classified women as dependent.

This is degrading to women.

Women should be spoken of as participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

no	*yes*
Pioneers moved West, taking their wives and children with them.	*Pioneer families moved West.*
	Pioneer men and women (or pioneer couples) moved West, taking their children with them.

Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

no	*yes*
Jim Weiss allows his wife to work part-time.	*Judy Weiss works part-time.*

Men are also subjects of degrading stereotypes which imply that all men suffer from certain common failings. These ideas are often conveyed in cartoons as well as written passages.

In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance, or as foolish in self-care.

To be avoided: characterizations that stress man's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

Guidelines for Equal Treatment of the Sexes, Pp. 6-7

Examples from State publications:

Note the number of stereotypes and misrepresentations included in this exercise.

MAINTAIN UNITY AND COHERENCE Use processes of organization	Review unity and coherence by presenting a scrambled sequence, such as: The Centennial Exposition was an index to the status of American women. Men's work represented United States and many foreign nations and filled over 150 buildings. In 1876 Pennsylvania laws dictated that only a spinster such as Susan B. Anthony could sign a lease for the summer headquarters of the Association. The final irony was that William Dean Howells reported in the Atlantic Monthly that the Woman's Building was the dustiest building at the fair. Frontier women and their sisters from the former Confederacy exhibited little, despite efforts in each state and territory. Women had one modest building, it showed products for and by females. The suffragists tried to set up a clamor at the dedication of the exposition; press and public virtually ignored them. Men exhibited such novelties as the Bell telephone, Westinghouse airbrake, and the Hoe rotary press. The Woman's Building was largely the tour de force of a single, prominent, Philadelphia woman, Mrs. E. D. Gillespie. They celebrated 100 years of independence at the fair. Virtually excluded from the building, as too militant and unladylike, were displays proposed by the National Woman's Suffrage Association.

Have the students do the following:

Decide on the main idea being presented.
Organize the items into appropriate categories.
Arrange the sentences in each category into the most effective order.
Write a concise paragraph, using substitution and order.

English Language Arts: Composition Section, K-12, P. 74

Teachers should look for material which is not degrading to the woman's movement to provide this type of exercise.

BALANCE VS. IMBALANCE

History as it has happened has included an equal amount of experience in living for men and women. History, as it is recorded, tends to emphasize those events in which male experience predominated, particularly where military and political events are highlighted.

If a girl is to have learning experiences which develop a positive attitude of self-worth, she must see other females as having power, making significant contributions, sharing in the joys or sorrows of the events of past and present. In order to develop concepts of the equal worth of both sexes, boys also must experience this kind of curriculum.

Balance is not exclusively a desirable characteristic of social studies programs. All areas of communication, including language arts, reading and literature, films, pictures, even the posters in the school corridor,--all are vehicles for portraying equality or inequality of the sexes. Accordingly, our examples from State publication are drawn from the four major subject areas reviewed for this publication.

> *Women should be recognized for their own achievements. Intelligent, daring, and innovative women, both in history and fiction, should be provided as role-models for girls, and leaders in the fight for women's rights should be honored and respected, not mocked or ignored.*
>
> *Sometimes men should be shown as quiet and passive, or fearful and indecisive, or illogical and immature. Similarly, women should sometimes be shown as tough, aggressive, and insensitive. Stereotypes of the logical, objective male and the emotional, subjective female are to be avoided. In descriptions, the smarter, braver, or more successful person should be a woman or girl as often as a man or boy. In illustrations, the taller, heavier, stronger, or more active person should not always be male, especially when children are portrayed.*
>
> *Guidelines for Equal Treatment of the Sexes, Pp. 4,7*

In looking at mathematics and science materials, particularly at the secondary school level, an "affirmative action" rather than an equal opportunity stance may be desirable. Each has traditionally been seen as more attractive to males, if not stereotyped as "more within male than female competence." Consequently, tests and learning materials must now present a positive image, of both mathematics and science as areas in which girls can also excel, and in which there are employment opportunities for women as well as men.

Generally speaking, the higher the grade level, the more male oriented the State mathematics publications have tended to be. Girls' names show up in publications, but frequently in rather passive situations; as has been true in mathematics materials in the past, Mary continues to be a different age from her male fellow student and the pupil must apply algebraic processes to discover their ages.

Examples from State publications:

> ...the difference in the ages of Paul and Mary is 7 years, and Mary is the older. If Paul's age is represented by a variable such as p, then Mary's age may be represented by p + 7. If the variable is used to represent Mary's age, then Paul's age may be represented by m - 7.
>
> *An Experimental Course in Mathematics for the Ninth Year, Units 5, 6 and 7. P. 117*

In the same publication, the two problems below may provide different phases in skill development, but to the female student they both convey the same distorted picture concerning male predominance in the world of investments. On the preceding page, however, there is an investment problem in which the phrase, "A person invests money" is used.

The reviewer who identified these examples noted that on four pages, with a total of 16 problems, 8 had references to male participants. None contained female references.

A man has invested $8000 at 7% and he has the opportunity to make further investment at 5.5%. He is trying to determine how much he must invest at 5.5% to give him an annual return of 6% on both investments. Answer the following.

(a) If y is used to represent the amount invested at 5.5%, express the total amount invested in terms of y.

Answer: 8000 + y

(b) Calculate the amount that must be invested at 5.5% to give an annual return of 6% on the total investment. Check.

Answer: X = amount invested at 5.5%

$$(0.07)(8000) + (0.055(y) = (0.06)(8000 + y)$$

$$(y) = 16{,}000$$

He must invest $16,000 at 5.5%

Check: (0.07) (8000) + (0.055) (16000 = (0.06) (24000), true

A man has two investments that total $15,000. The annual interest on one investment at 4% is $330 more than the interest on the other at 5%. Answer the following.

(a) What is the relationship between the interest earned on the first investment at 4% (I_1) and the interest earned on the second investment at 5% (I_2)?

Answer: $I_1 = I_2 + \$330$

(b) Calculate the amount invested at each rate.

Check.

Answer:

x = amount invested at 4%
15,000 x = amount invested at 5%

$$(0.04)(x) = (0.05)(15{,}000 - x) + 330$$
$$x = 12{,}000$$
$$15{,}000 - x = 3{,}000$$

He invested $12,000 at 4% and $3,000 at 5%

Check: (12,000) (0.04) = (3000) + 330.00 true

An Experimental Course in Mathematics for the 9th Year, Units 5, 6, and 7, P. 147

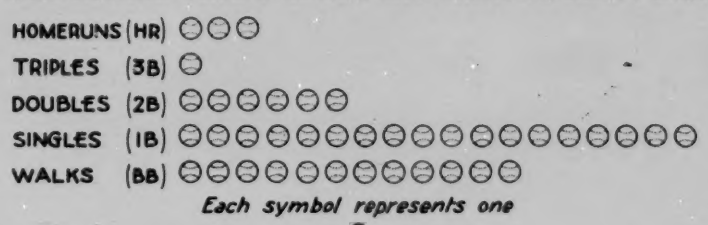
Problems with an action setting are frequently boy-oriented. In the example below, three pages are devoted to the baseball career of John Perkins.

In updating or revising the problems posed, teachers could substitute a female Little Leaguer in some of the examples, or could use data related to another sport, which has more balanced participation.

Interpreting Unit Pictographs and Labeled Bar Graphs

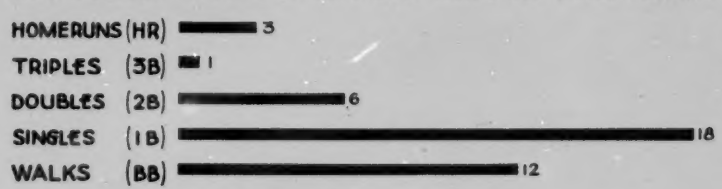
Display graphs *a* and *b* in classroom.
Ask a pupil to read the title, the captions and the keys on both graphs; have the pupil tell what information he would expect to find in each graph. Discuss whether the titles could be shortened in any way.

1956 Baseball Record of Hits and Walks for John Perkins



a

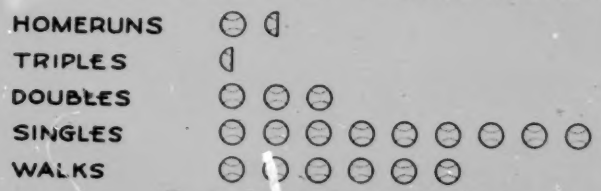
1956 Baseball Record of Hits and Walks for John Perkins



b

Graphs and Statistics, P. 15

1956 Baseball Record of Hits and Walks for John Perkins



Each Symbol represents two

Display the scale pictograph shown here and the unit pictograph from activity 11. Ask the pupils to compare titles and captions of the two graphs.

To illustrate the importance of noting the scale used before reading a graph, discuss whether the two graphs show identical information. Have a pupil explain what each symbol on the scale pictograph represents. The class should then count the symbols for each item and tell what magnitude they represent.

To give practive in reading the scale, remove the unit pictograph from view of the class, and ask for comparisons such as:

- How many more symbols are there for singles than for walks?
- If each symbol stands for 2, how many more singles were there than walks?
- How many fewer triples were hit than home runs?

To read and combine items, consider such questions as:

- How many hits did John have?
- How many times did he get on base?
- How many more times did John get on base by hitting than by walking?

Graphs and Statistics, P. 15, 17

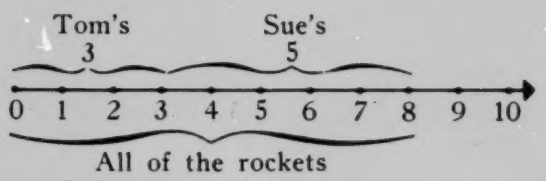
Elementary mathematics publications on the other hand, more frequently include both male and female names in a problem. Addition and subtraction exercises frequently allude to girls and boys playing together.

Combine and separate sets of physical objects.
Create simple word problems that are suggested with grouping of physical materials and pictorializations.
Develop understanding of "larger than," "smaller than," "more than," less than," etc.
Encourage the creation and use of patterns with objects and pictorializations.
Introduce the use of direct number sentences in adding and subtracting with answers less than 10.
A direct number sentence shows the operation to be used.

Introduce the use of direct number sentences in adding and subtracting with answers less than 10. A direct number sentence shows the operation to be used.

Example
Tom has 3 rockets and Sue has 5 rockets. When they play together with all their rockets, how many do they have?

3 + 5 = ? or



Mathematics K-6, P. 17

One reviewer noted that the first part of the next exercise indicates the educator's preoccupation with classifying or grouping students by sex. Note in the second part of the exercise (Intersection of Sets) the inclusion of girls and boys, with no bias in selection or classification implied.

Sets:
Language and Symbols

Review the ideas of equal sets and equivalent sets.
Continue with the use of brackets and commas in set notation.
Develop first with the use of objects, then pictorial materials, and finally, with set notations, the operations of union and intersection of sets.
Introduce the use of U for symbolizing the union of two or more sets; the use of $\cap$ for symbolizing the intersection of two or more sets; the use of capital letters to symbolize specific sets.

Union of Sets

Let Set A = the set of all the boys in the class with blonde hair,
Set B = the set of all the girls in the class with blonde hair,

or

Set A = (John, George, Mark, Jim)
Set B = (Sally, Jane, Susan)

Then

Set A U B = (John, George, Mark, Jim, Sally, Jane, Susan)

(The union of two sets contains all of the members of either set or both sets.)

Intersection of Sets

Let Set D = the set of all the children in the front seats
Set E = the set of all the children in the first row of seats

or Set D = (Alice, Hilda, Carol, Tom)

Set E = (Grace, Harold, Terry, Bob, Alice)

(Note that Alice is a member of both sets.)

Then

D ∩ E = (Alice)

(The *intersection* of two sets contains the members common to both sets.)

Mathematics, K-6, P. 34

The question of including both male and female names in problems and examples has proponents on both sides. To simply substitute "Doris" for "Harry" in the problem below without other kinds of changes in emphasis within the curriculum can bring the charge of tokenism.

(7) If Harry gives George 6 stamps, Harry will have $\frac{2}{3}$ as many stamps as George. If George gives Harry 9 stamps, George will have $\frac{2}{3}$ as many stamps as Harry. How many stamps does each have?

An Experimental Course in Mathematics for the Ninth Year, Units 10 and 11. P. 304

The other side of the picture, however, is the question of whether classification by sex implies a difference in how the education experience will affect girls and boys. In a number of problems which involve comparisons of such data as height or weight statistics the groupings by sex are frequent. Yet, particularly in the elementary and junior high years, the ranges in the data do not differ by sex that greatly so that one graph or frequency table could handle both. In these instances as well as in the problem below, the reviewers suggested other differences: color of hair, or eyes, residence area, etc.

There are 29 children in our class. On Monday three boys and two girls were absent. How many children were present Monday?

Problem Solving, P. 12

Science is another area in which girls need the reinforcement of being included equally in the "action." As in the case of mathematics, affirmative action images are probably needed at the secondary level.

Activities listed in the elementary publications are generally sexless in description. In the examples below, the pronouns in 2 could be changed by pluralizing the antecedent child. The activities, however, should have like meaning and interest to both sexes.

(2)

Young children may have a better understanding of the function of seeds if they can examine one closely. Each child should have a lima bean seed soaked in water overnight. With the aid of the teacher he can break it open and find the tiny plant inside. He will see the miniature root, stem, and leaves. For a closer look, place the tiny plant under a magnifier.

(3)

Using the information gained from observation and class discussions, children may briefly act out and describe a short story of a plant or animal, then ask "What am I?" Example: I like to live in or near water. I carry my house with me and I can hide from other animals in it. I cannot walk very well on land but can move fast in the water. When winter comes I bury myself in mud and sleep until spring. In the summer I like to rest in the sun on a log or rock. What am I?

Science for Children K-3, P. 40

Note that the visual cue below indicates the student experimenter as female but that the activity description is sexless in phrasing.

(1)

To see the expanding effect of heated air, give each child or group of children a flask fitted with a long glass tube and a one-hole rubber stopper. Have them invert this and immerse the end of the tube in a beaker of water. Warm the flask with the palms of the hands. Observe. This activity is more effective if the children are given air thermometer tubes in place of the flask and the tube.

Science for Children, K-3, P. 115

The excerpt below indicates an assumption of inequality which is particularly degrading to female students:

> With scores made on the fitness test available, several of the boys and possibly some of the girls would be willing to select one of the items on the test to practice every day at home. Once a week, or every 2 weeks, the new score attained on the item could be recorded and the gain noted.
>
> *Science for Children 4-6, P. 117*

Most science publications reviewed used male pronouns in referring to science teachers. In referring to students, either the imperative, or a plural reference to students avoided such identification. Schools may find it advisable to check locally prepared science resource units and laboratory manuals, to make sure that courses of study are not male oriented.

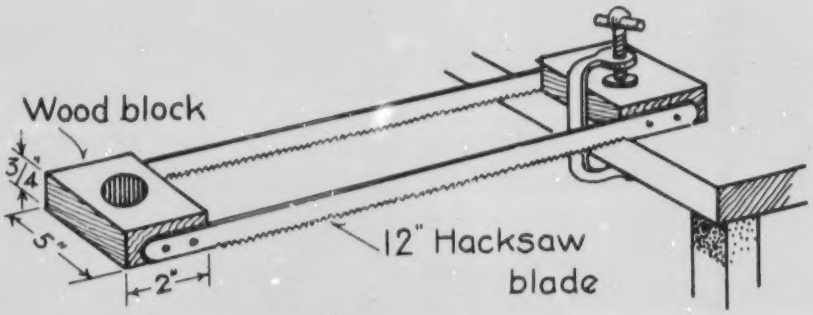
Illustrations in descriptions of experiments are often the major indicators that the course is perceived of as primarily a male program. A reviewer listed 13 instances of pages on which boys were performing the experiments; she finally found one page in which there was a girl experimenter, which could be seen as tokenism.

General Science Handbook, Part I, P. 133

> "An aspect of physics enrollment which has received too little attention is the rejection of physics by girls. The benefits to be looked for in studying physics show no sex discrimination. School administrators and guidance officers should be aware of this fact.
>
> *Physics Handbook*
> *pp. iv-v*

A review of the Physics syllabus and of the handbook to assist teachers in implementing it indicates that content and activities are stated in neutral terms, with no implications that most of the students will be male. Aside from the many conditions which influence girls in course selection, including prerequisite mathematics background, physics may carry a heavy stereotype as a course of study involving principles and activities of interest only to men.

Several examples from the Physics handbook do involve use of equipment and tools to which our culture has assigned a male orientation.



1.26 INERTIAL AND GRAVITATIONAL MASS

The concept of gravitational mass is sometimes difficult to grasp because of its close association with weight. It is often advantageous to start with a determination of the inertial mass of the object using a simple inertial balance.

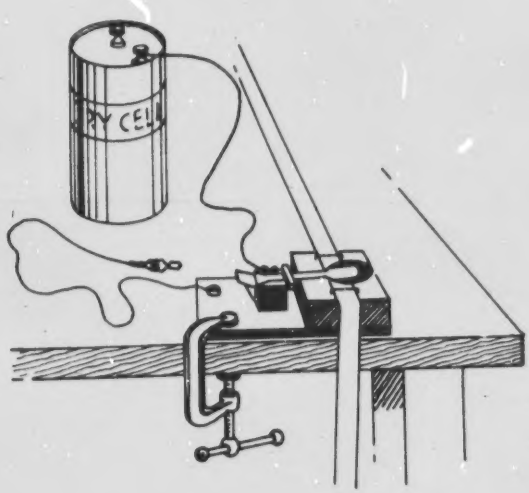
An inertial balance may be assembled by fastening together two hacksaw blades and two wooden blocks as shown in the diagram. In operation, one end of the balance is clamped to a table and the other end is allowed to extend over the edge so that is is free to vibrate in a horizontal plane. If the free end is moved approximately 2 cm. to the side of its rest position and then released, the period of its vibration will be found to depend upon the inertial mass of the moving block. This mass can be varied by attaching several identical clamps or other convenient loads to the block, one at a time, and timing the period that is associated with each mass. Examination of a graph made by plotting the number of unit loads versus the vibration period should lead to the conclusion that the two factors are related. This may be followed by placing the unit loads on a scale in the same sequence and plotting the number of unit loads versus the weights indicated. When this data is graphed and examined, certain similarities will be evident between the two graphs.

Physics Handbook Pp. 22-23

Does a school change its Physics course to eliminate such manipulative devices, or does it devise alternate strategies which seem more related to women's experience? Or, is this evidence of the need to make the experiences of younger children less sex-oriented, so that tools and dry cells, as well as fabrics and cooking supplies are within the common experience of both girls and boys.

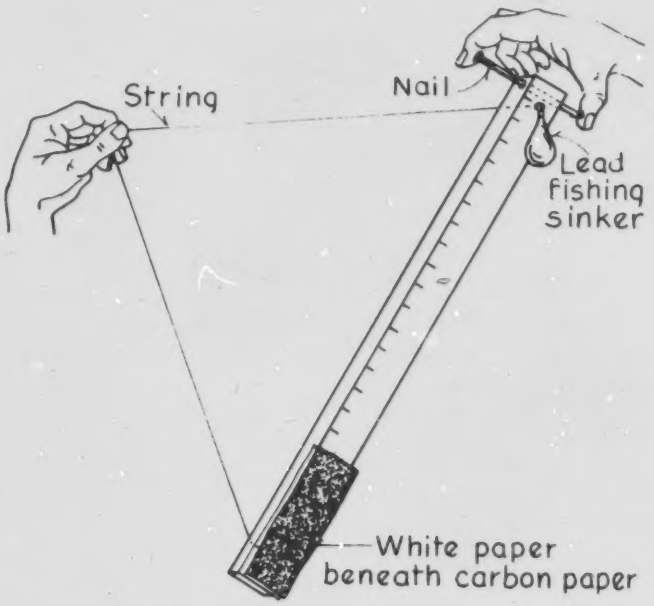
1.03 CALIBRATING A TICKER TAPE TIMER

A ticker tape timer is useful in measuring the distances that are traversed by moving objects during intervals as short as a fraction of a second. These inexpensive timers may be purchased from a number of scientific supply companies or may be made by removing the gong from a doorbell and placing a strip of paper tape under the clapper. Insert a piece of carbon paper between the paper and the clapper so that a carbon dot is produced each time the clapper operates. These dots are made at fairly regular intervals when the timer is operated by a fresh dry cell or by a bell transformer. To determine the time between two successive dots (the period of the timer) pull the paper tape past the vibrating clapper for a known interval of time such as 5 seconds. Diviidng this time interval by the total number of dots that appear on the tape establishes the period of the timer. After a few repeated trials, confidence in the timer is gained by observing that the results are fairly consistent.



Physics Handbook, P. 2

a. Make a timer using a meter stick as a pendulum. Drill a hole through the end of a meter stick parallel to the 1-cm. mark of the scale and place a nail through the hole so that the stick swings freely when suspended. Then attach a string and a lead weight as shown in the diagram below. The period of the pendulum may then be determined by timing a series of swings for approximately 30 to 60 seconds and then calculating the average time that is required for each swing.



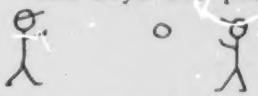
Physics Handbook, P. 25

In examining curriculum for balance, teachers have to decide whether there has been reason in the past to attempt to interest and involve one group, which might have been considered less motivated. Thus, in the English Language Arts syllabuses, there may have been a conscious effort to identify with boys, particularly at the lower grades. In the following sequence, there is a heavy "boy orientation." All examples are from the section, Grammar, 4-6.

Recognize and use proper subject-verb agreement	Write a number of singular and plural nouns on small cards. Each child picks a card and writes a sentence using that card. Then ask a child to go to the chalkboard and draw a simple picture to illustrate his sentence.

Example:

boys - The boys are playing catch.



The first pupil to correctly guess the sentence then illustrates his sentence

English Language Arts : Language K-12, P. 25

On the preceding page, there were these sentences to use, in identifying adverbs by position and by meaning:

The boy walked slowly.
The happily smiling boy went home.
He walked very straight.
Her hair was very straight.

P. 24

(the 3 other sentences were either in plural form or the subjects were not identifiable by sex.)

On the page following the playing catch illustration, out of 9 sample sentences, in 5 there is no figure identifiable by sex. The remaining 4 are given below.

Boys play.
Some boys played.
The boys played.
Few boys played.

Ibid., P. 26

The reviewer's comment was that in most of the examples, the boys were in the aggressive, active roles; the girls watched, applauded, or, in Pattern VII, actually suffered.

SENTENCE PATTERN MODELS

The following list of sentences contains the seven patterns referred to in this publication. English sentences are variations of one or more of these seven basic patterns.

Pattern I	The fire burns. Some dogs barked.
Pattern II	John saw the train. The dog bit the man.
Pattern III	The air is cold. Most birds are small.

Pattern IV	My dog is a collie. That man is a teacher.
Pattern V	Bill gave the dog a bone. Mother bought me some candy.
Pattern VI	Ann called this tree a maple. The class elected Bob president.
Pattern VII	The ride made some girls ill. We made the teacher angry.

English Language Arts: Language K-12, P. 4

This same orientation is obvious throughout the rest of the publication. For example, in Grammar 7-9, the character and function of pronouns are clarified with these examples:

Review the concept that pronouns comprise a word class that has completed all of its members and is therefore termed a closed class. Provide a contrast of open noun class words with closed pronoun class words.

A. Pronouns are a closed class of words.

nouns:	boy	-	boys
	youth	-	youths
pronouns:	he	-	they
	him	-	them

The class can be led to see that each year new words for identifying young males may be added to the dictionary. Pronouns for such identification will not be added because there probably will never be any new pronouns.

English Language Arts: Language K-12, P. 34

(Note, that the directions imply that all youths are male.)

The action definitely belongs to the boys in these examples, except for the skater in the last sequence.

Discuss with the class the concept that and and or may be equated with the mathematical sign of equal in the sense that elements on either side of and and or may exchange position without altering meaning, as in the following:

The boy ran and jumped.
The boy jumped and ran.

Her constant talk and his constant shouting annoyed me.
His constant shouting and her constant talk annoyed me.

He was always popular, whether acting on Broadway or directing in Hollywood. He was always popular, whether directing in Hollywood or acting on Broadway.

Develop with the class the concept that when a form of the verb be is followed by a noun, the verb may be equated with the mathematical sign of equal and the nouns may exchange position without altering meaning, as in the following:

Ralph is the winner.
The winner is Ralph.

Mary and Jane were honored guests.

The honored guests were Mary and Jane.

Lead the class to see that adjectives may be transposed in the manner of nouns, but with even greater influence to ease of communication.

Ralph is aggressive.
Aggressive is Ralph.

Provide sentences to illustrate that in the case of complements functioning as adverbs the damage to ease of communication is great.

Laura is in the house.
In the house is Laura.

She skated effortlessly over the ice.
Effortlessly over the ice she skated.

English Language Arts: Composition K-12, Pp. 38-39

While many of the examples in *Language Arts: Composition* have better balance of the sexes, this selection from The Sentence, 7-9, shows the same boy orientation, with respect to action and leadership.

As students gain facility in subordinating in the subject, have them subordinate in the predicate by combining sentences, such as:

Tom told a story.
The story held our interest right up to the end.
Tom told a story which held our interest right up to the end.

Have the students combine sets of sentences, such as:

Jerry went to the game.
The game was the last of the year.
The game would settle the championship.

Have the student evaluate for clarity, emphasis, parallel construction, and appropriateness of punctuation.

Subordinate basic sentence patterns

Have the students combine complete sentence patterns, such as:

Paul was noted for his athletic ability.
Paul was not interested in school.

Although Paul was noted for his athletic ability, he was not interested in school.

Have the student experiment with subordinating the two basic patterns in different ways, such as:

Although he was not interested in school, Paul was noted for his athletic ability.
Paul was not interested in school, although he was noted for his athletic ability.

Have the students evaluate the sentences for clarity and emphasis as achieved by order and subordination.

Reinforce the use and function of adverb clause markers, such as:

even though	after	until
if	since	so that
when	because	as

English Language Arts: Composition K-12, P. 31

Corrections and adjustments of this type of imbalance are obvious; they just require substitution of examples which include both girls and boys in equally desirable activities.

A correction requiring greater effort is that of attempting to achieve greater balance in suggested literature. For example, in the following segment, the male identification with the central figures is predominant. Are there equally useful sources in which female speech variations can be observed?

Have the pupils read selections from literature and ask them to describe the individual speaking. On what did they base their judgments? Which speech seems most educated? most natural? most like their own? most unlike their own? How do the various speeches differ from one another? from their own?

Samples of speech in literature might be drawn from: The Adventures of Huckleberry Finn; Treasure Island; Benet's John Brown's Body; L.G. Ross' Education of H*Y*M*A*N* K*A*P*L*A*N; Mandalay by Kipling.

English Language Arts: Literature K-12, P. 10

Many of the selections below may be equally appealing to girls as well as boys in grades 4-6. There is an imbalance in many of the lists, however, with books with more male central figures included. Schools may find it worthwhile to review bibliographies and select additional entries which would provide this balance.

Morrow, H. W. On to Oregon. Morrow. 1946.

John is determined to carry out his dead parents' plan and take his brothers and sisters to Oregon.

Neville, E. C. It's Like This, Cat. Harper. 1963.

Story of the development of a new father-son relationship in New York City.

O'Dell, Scott. Island of the Blue Dolphins. Houghton. 1960.

An Indian girl is left alone for 18 years on a rocky island.

O'Hara, Mary. My friend Flicka. Lippincott. 1944.

A boy who has done poorly in school learns responsibility one summer by raising a difficult filly.

Peare, C. O. The Helen Keller story. Crowell. 1959.

A deaf-blind child learns to cope with the problems of being physically handicapped.

Robinson, Barbara. Across from Indian Shore. Lothrop. 1962.

A daydreamer learns to accept his family responsibilities.

Sandoz, Mari. Winter thunder. Westminster. 1954.

A teacher and her pupils are snowbound in open country.

Shotwell, L. R. Roosevelt Grady. World. 1963.

Written much as a migrant black child might think.

Snyder, Z. K. The Egypt game. Atheneum. 1967.

A girl has problems adjusting to her new home.

English Language Arts: Literature K-12, P. 10

Part of the problem with unbalanced bibliographies may reflect the supply. In *Writer's Digest*, March 1975, p. 42, a discussion of sexism in children's literature included an item from a magazine checklist of reasons for rejecting manuscript:

"We prefer stories appealing to boys as well as girls."

The writer notes that this has been checked in every story he has submitted in which the main character is female.

A person conscious of discrimination frequently searches history for identification. For the woman of a racial or ethnic minority, such a search often deals a double blow, in that many of our history books have tended to omit any reference to the everyday life, let alone the contributions to society of racial and ethnic groups in general and of women of all backgrounds. Any social studies course which has historical emphasis, therefore, should be examined with respect to such imbalance.

Reviewers identified a number of points of entry, in which material related to women should be included. Some examples follow:

> 2. Celebrating holidays and festivals helps to tell the story of our country.
>
> . The story of President Lincoln and the freeing of the slaves will help us to understand the history of the Negro in American life.
>
> *Social Studies K-3, P. 25*

This was suggested as a point at which the role of women as abolitionists could be included.

> 2. Discovers and explorers from European countries added to man's knowledge of the New World, and settlement soon followed exploration.
>
> . Some explorers were seeking an all water trade route to the Far East, others were searching for gold.
>
> . All of these men had to face the dangers of ocean travel, but new inventions such as the compass and sextant made their voyage safer.
>
> . The eastern coast of North America was explored and then settled by the English, the French, the Dutch, and the Spanish.
>
> . Among the more famous explorers were Columbus, Henry Hudson, Robert LaSalle, John Cabot, Hernando De Soto, Vasco Balboa, Jacques Cartier, Estevancio, and others.

Among the leaders of the early settlements were Captain John Smith, William Bradford, Roger Williams, John Winthrop, and others.

Social Studies, 4-6, P. 4

A reviewer noted the need to balance the acknowledgement of men leaders of early settlements with a discussion of women's role in settlement history. In addition, this would be strengthened by a portrayal of men and women as facing common dangers and having common decisions to make.

Students may read several accounts of frontier life.

Q. What did the face of the land look like to the frontiersman as he traveled away from civilization? What dangers and problems did he face?

Q. Why were people willing to leave settled areas and move out into the wilderness?

Q. What tools and other equipment did the frontiersman need to survive?

Q. How did the frontiersman manage to survive between the time he arrived at his land and the time he built his log house and harvested his first crop?

Q. What sources of power did the frontiersman have?

Q. To what extent could the frontiersman rely on other people for help? What reasons would he have for wanting people to live near him?

Q. Did "the frontier" have the same meaning in the *Umwelt* of the Indian as in the *Umwelt* of the frontiersman? How did these meanings differ?

Teaching the Age of Homespun, P. 6

Reviewer: Why not include a question which would make students think about the role of women, as well as the role of men on the frontier?

The picture below is included in a 7th grade Social Studies Guide. The reviewer suggested that it be used to initiate a study of wages, production, and working conditions of women.

In helping students analyze the picture or in using it for testing purposes, some of the areas to be explored might include:

What are the female figures in the picture doing?
In what activities are males involved?

- How do females feel about their activities? On what evidence do you base these conclusions?

- What evidence is there in the picture that adult males might be experiencing less hardship than adult females? Is the same true, in a comparison of female children with male children?

CHEAP CLOTHING—THE SLAVES OF THE "SWEATERS."—Drawn by W. A. Rogers
(Harper's Weekly, 1890, p. 335)

054

These efforts were made to solve the railroad rate problem:

- The Patrons of Husbandry (Grange) serving as a unifying agent to bring farmers with common problems together.
- Political activities of the Grange leading to the passage of Granger Laws, legislation regulating railroads on a state level.

Social Studies 7-8, P. 106

Although this reference to the Grange concerns the political activity of the organization, it should be remembered that part of the force of the Grange was the inclusion of the whole family in its membership. To picture the Grange only in terms of its use by those who wanted to force down railroad rates is to present only part of the story. The full story of this organization gives insight concerning the role of women on the western frontier.

The lead questions preceding the sections of the source materials are intended as suggestions for using the selections in this way. In many classes, a student may propose hypotheses for testing, or suggest other pertinent questions when the material is presented to him.

- What proportion of the population in the South was Black. How was this reflected in state and local governments during Reconstruction?
- What were the major aspirations of the Blacks after emancipation?
- What evidence is there that the Reconstruction governments attempted to fulfill some of these aspirations?

- Why might it be said that the White population as well as the Black could profit from the reforms achieved by the Reconstruction governments?
- What is meant by the suggestion that Reconstruction was a period of revolution in the White community in the South?
- What evidence is there that the Blacks were capable of effective political action? of success in economic life?
- To what extent did the Reconstruction governments reflect a revolution in the White population?
- How did the Black officeholder perform in political roles to give his fellow Blacks an opportunity to get ahead as free men?
- What evidence is there that education was considered desirable by Blacks? Why did the Black want to learn to read?

United States History : The Black Perspective, Pp.60-61

Although several of the selections included in this section relate directly to women, there are no questions for the module in itself which encourage discussion of the effects of reconstruction on former female slaves.

The reviewer noted that there was little in this publication which

could help clarify the attitude of a black male concerning women. This comment was made, with reference to a quote from the letter from Frederick Douglass to his old master:

> "I married soon after leaving you; in fact, I was engaged to be married before I left you; and instead of finding my companion a burden, she was truly a helpmate."
>
> *United States History : The Black Perspective, P. 155*

TOPIC III
AMERICAN ECONOMIC LIFE

American economic life is the product of an evolutionary process which began with the settlement of America under the mercantile system. Change took place within the economic system as the realities of life in America became evident. The founding of the Federal Republic created a stable society in which capitalism could develop. An examination of the economic life of the United States should reveal the differing stages of economic growth which characterized various time periods.

This topic has been divided into six general areas: (1) The Economy containing a few understandings related to basic concepts; (2) Mercantile Capitalism; (3) Industrial Capitalism; and (4) Finance Capitalism, each denoting a stage in our economic development; and the role of government as indicated by (5) Government Involvement, and (6) Government Finance.

Social Studies 11 : American History, P. 19

The woman as a worker outside of the home and the effect of this labor upon the American economy is not mentioned. This had a direct relationship to the production of labor saving devices, packaged food--even the "two car family."

In the case of omissions, the usual first remedy is to include an equal listing of names. Thus, the selection below gives women as well as men recognition for participation in an important part of the democratic process:

> Over the years, men and women from all walks of life have advanced the cause of freedom and true equality in the United States. Among them can be found Thomas Paine, Abraham Lincoln, Harriet Tubman, Frederick Douglass, Sojourner Truth, Jane Addams, Susan B. Anthony, Jacob Riis, Martin Luther King, and others.
>
> *Social Studies 4-6, P. 8*

On the other hand, the list below brought the charge of "tokenism." (In view of the fact that Ms. Anderson is black, there might be a charge of double tokenism!)

> . Major contributors to our distinct American culture would include Henry Wadsworth Longfellow, Edgar Allen Poe, Stephen Foster, Edward McDowell, Paul Lawrence Dunbar, George Gershwin, W. C. Handy, Marian Anderson, Winslow Homer, James McNeil Whistler, Frank Lloyd Wright, Samuel Clemens, Langston Hughes, James Weldon Johnson, and others.
>
> *Social Studies 4-6, P. 9*

Another problem of the combined female-male list as a way of balancing curriculum is that unlike entries are often included to bolster the number. In this context, a reviewer noted that there was a tendency to omit important women as contributors to a particular period of history, if they were controversial figures. In addition, the general lack of knowledge about women's role in various periods has led to some strained identifications. Thus, Dolly Madison has been listed occasionally as an important woman at the time of the American Revolution. However, she was only eight years old when the Declaration of Independence was written. Furthermore, the usual description of her does little to change the stereotype of the wife and hostess role.

Abigail Adams has become recognized as a woman whose explorations into political philosophy matched that of her husband and some of his illustrious colleagues. There are a number of women "activists" whose stories are generally coming before the public.

Balance of male and female role is often better achieved in courses of study focused upon cultural development.

> Discussion Questions
>
> . Why do the nomadic tribes have leaders with such great powers? Does religion have an effect on this?
>
> . How do the lives of Arab and American women compare?
>
> . How does the "will of Allah" influence Arab attitudes towards progress?
>
> *Social Studies 4-6, P. 68*

> There are several useful devices in organizing committees for this study. One is to have the structure of the committees parallel the matrilineal structure of the Iroquois family. For example, the oldest girl in each committee automatically becomes the committee chairman. Committees may be given the name of Iroquois clans. Among the Iroquois the number of clans varied from nation to nation, and

included Wolf, Bear, Beaver, Turtle and Deer, Heron, Hawk, and Snipe. Since each nation had Bear, Wolf, and Turtle, these should all be included.

Teaching a Pre-Columbian Culture : The Iroquois, P. 13

There are several useful devices in organizing committees for our study. One is to have them parallel the patrilineal structure of the Homespun Age family. The oldest boy in each group automatically becomes chairman.

Teaching the Age of Homespun, P. 5

In the guide, Teaching About India, a module of some length is devoted to strategies and resource materials for exploring the changing role of women. The reviewer noted that this section could serve as a model for each of the culture areas. A problem posed here, however, is finding equivalent materials for other culture regions. Teaching About Africa features first person accounts by African males. At the time this was written, similar female accounts were not readily available.

Questions can often lead to research or discussion which alerts the student to areas in which the treatment is unbalanced. For example, with reference to a section concerning Economic Organization in Eastern Europe, *Social Studies Grade 6, A Teaching System,* the reviewer noted that an understanding states that:

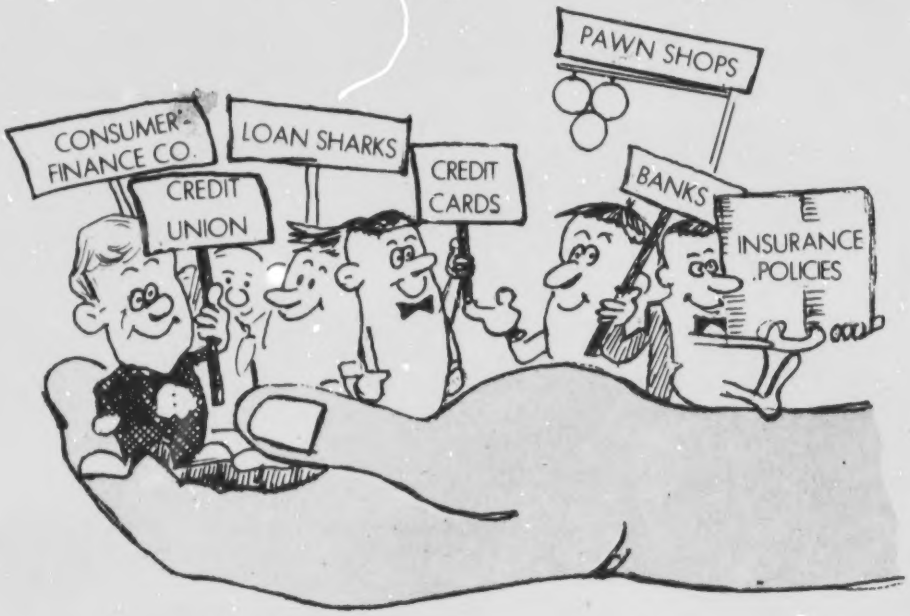
"women who are treated as equals, make up an important part of the work force." After this, there is no reference to women/roles/etc. It is recommended, therefore that in the sections "INFORMATION NEEDED" and "LEARNING ACTIVITIES" there should be such activities as:

(1) Specific information on Eastern European women in the labor force.
(2) Examine positions of women under different Eastern European economic systems. (Or examine and compare.)
(3) Examine women as consumers in different Eastern European countries. (Or examine and compare.)

Social Studies, Grade 6, A Teaching System, P. 52

Illustrations maybe undo much of the good work of the writer in trying to provide balance in the curriculum.

The text of this publication recognizes women's problems in securing credit, and generally recognizes both males and females as consumers. The illustration, however, assigns male characteristics to the lending agencies.

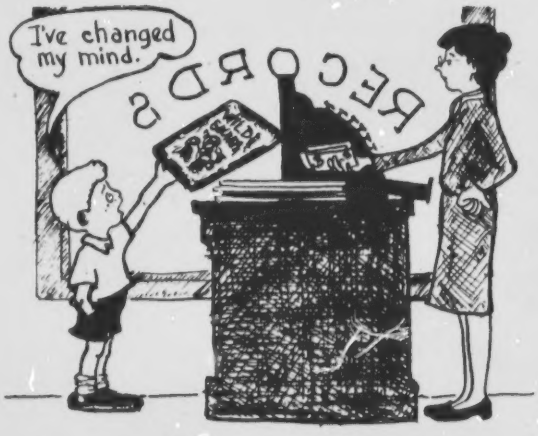


Many agencies are prepared to lend money. Pick the one best for your purposes.

Credit and the Consumer, P. 21

In the following pair of cartoons, note the imbalance is in the opposite direction. The kindly woman clerk is refunding money, but the male creditor is beating the person who can't pay.

Law and the Consumer, P. 54



Law and the Consumer, P. 63

What picture of the intelligence of "Mother Hubbard" is conveyed by this illustration?

Living Within Our Means
Energy and Scarcity
Environmental Education
Instructional Activities K-6
P. 54

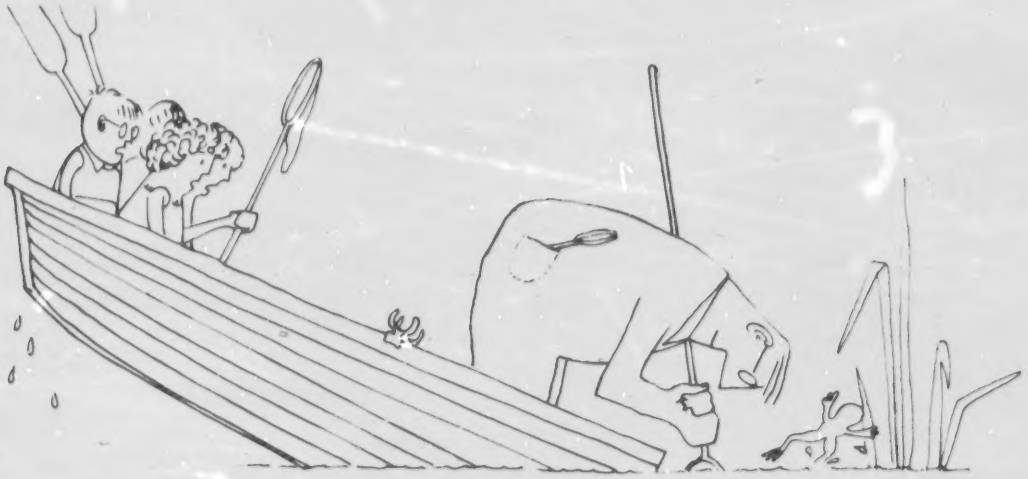
There are some points at which balance can only be achieved at the cost of inaccuracy. The material below is such a case:

> 3. *Outline of the Teaching Scheme.*
>
> This module on the function of law in controlling officials contains five understandings. The first understanding considers how officials may interfere with basic interests of citizens in the processes of governing. The second understanding looks at the United States Constitution to identify principles that limit powers of officials for protection of the governed. The next three understandings examine mechanisms by which official conformity to principles of the Constitution may be monitored:
>
> (1) checks by officials within the same branch
> (2) checks and balances between different official branches
> (3) an independent judiciary
> (4) free expression
> (5) the vote
>
> For each instance, there are many historical examples in which the various types of monitoring have been used. Teachers using this module as part of an American History course may wish to identify these, and include them in student research and discussion assignments.
>
> Some examples include:
>
> . Alien and Sedition Acts controversy
> . Impeachment of Andrew Johnson
> . Scandals of the Grant administration
> . Canal Ring
> . Tweed Case
> . Woodrow Wilson and the Versailles Treaty controversy
> . Teapot Dome
> . Franklin Roosevelt and "the packing of the Supreme Court"
> . Truman's firing of General MacArthur
> . Censure of Joseph McCarthy
> . Censure of Adam Clayton Powell
> . Resignation of Spiro Agnew
>
> *Teaching About Basic Legal Concepts in the Senior High School. Module IV., P. 2*

A first reading of this list of cases might create the impression that men are more prone to be involved in government scandal. Discussion of this question should identify the point that government has been dominated by men.

A case involving a woman in a government scandal would probably be one differing in importance of responsibility of the participant. The price of such a substitution, therefore, would be a distortion of the understanding being developed.

Can the degrading effects of an unflattering cartoon about one sex be cancelled out by an equally degrading cartoon about the other? Discussion of this question might lead to greater understanding of the feelings of each party. Does one represent a more common stereotype than another?



Environment & Education Strategies, Pp. 14, 15

WHAT SHOULD BE DONE ABOUT BIASED INSTRUCTIONAL MATERIALS

Schools cannot afford to discard books on short notice. On the other hand, in terms of the damage which biased materials have done over the years, educators cannot justify delaying some sort of action regarding sexism.

One solution to this dilemma is to use the stereotype and other offensive items to create awareness. The checklist below gives suggestions as to how this can be done.

Students

- *Look for and learn to recognize bias that may be found in textbooks, library books, television programs, magazines, etc.*
- *Ask your librarians to help you identify non-racist, non-sexist books. Select books that help you understand people in other cultures or situations than your own.*
- *Point out bias in materials when you recognize it in materials you are using in school.*
- *Do a study of your textbooks. Ask your teacher if you can do this with other students as a project or as part of your own school work.*
- *Write letters to people who can help you learn more about bias in textbooks.*
- *Write letters to publishers and let them know when you have found bias in textbooks.*
- *Rewrite stories or textbooks to show how they might have been written to avoid bias or from another persons point of view.*

Teachers

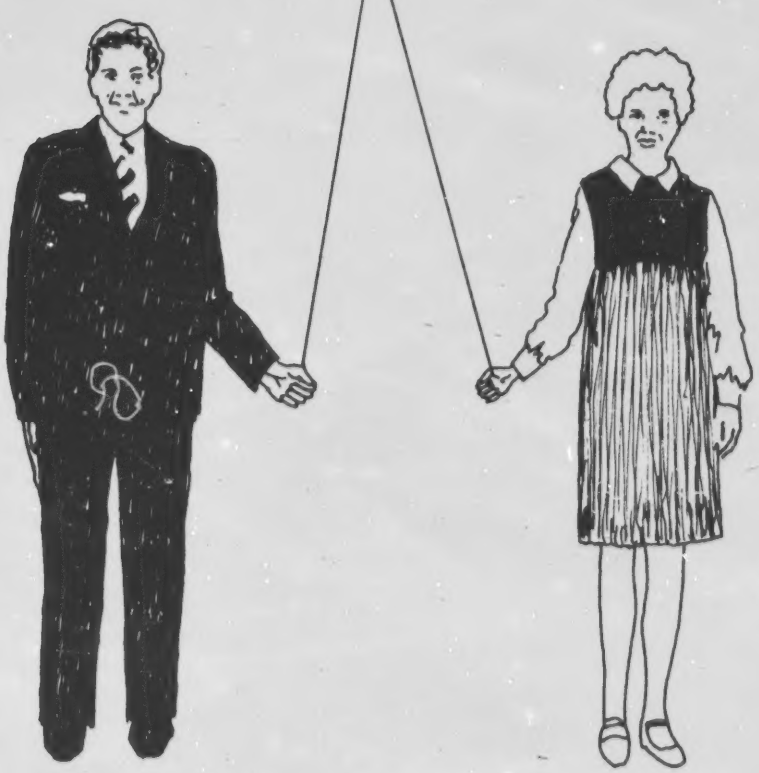
In the Classroom

- *"Level" with the students in your classroom. Point out racist or sexist bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.*
- *Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.*
- *Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.*

- Identify or develop supplementary materials which can help "correct" some of the bias of available materials.
- Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.
- When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.
- Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.
- Ask students to rewrite materials or write their own materials on subjects omitted from the textbook or write the material from other persons points of view.
- Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.
- Develop a classroom collection of non-racist, non-sexist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

"What Can You Do About Biased Textbooks?"
Resource Center on Sex Roles in Education.
Pp. 1-2.

PUBLISHERS' GUIDELINES



Ginn and Company

TREATMENT OF MINORITY GROUPS AND WOMEN

The fact that many people are prevented from participating fully in the benefits of our society and in realizing their individual potentialities because of prejudice and discrimination places an obligation on all of us to do everything we can to eliminate this condition. Because of the unique nature of their products, publishing companies have a special responsibility to promote understanding and respect among groups. Educational publishers in particular have a special obligation to carry out this responsibility because their products are being used by almost every child of school age.

Educational materials teach far more than information and a way of learning. In subtle—often unconscious—ways, the tone and development of the content and the illustration foster in a learner positive or negative attitudes about self, race, religion, regions, sex, ethnic and social class groups, occupations, life expectations, and life changes. Inadvertent bias, as often the result of omission as commission, can influence the impact of educational programs.

Ginn and Company, a Xerox Education Company, intends to produce quality educational materials in every sense. It is our belief that in addition to achieving sound instructional objectives, materials should help students develop a positive self-image, a sense of personal dignity, and a respect for an understanding of the diversity of American society.

This philosophy is being reflected as well in the employment practices of Ginn and Company. The company is carrying out a vigorous policy of seeking out members of non-dominant culture groups and employing them in a variety of positions from which their special cultural talents will make an impact on the product. In addition, in recognition of the pervasive problem of underemployment of minority groups, the company has initiated and is vigorously pursuing a positive action program of hiring minority group workers in all phases of employment. The company is dedicated to the proposition that discrimination will not be exercised against minority or women workers in recruiting, hiring, or promotion. The company cooperates with appropriate organizations seeking to foster equal-opportunity employment and encourages its employees to become actively involved in civic affairs.

The company is, obviously, concerned about the needs of its customers and intends to handle these needs with fairness and a sensitive regard for cultural, ethnic, regional, and racial differences. In accord with this concern, Ginn and Company is seeking to insure that all its programs be promoted and presented in an open, sensitive manner with no recourse to exploitation of multi-ethnic, racist, or sexist themes.

A company's attitude is projected through the content and illustrations in its educational material as much as through its marketing and employment policies. To insure that its materials help students build positive self-images and develop an appreciation for the diversity of American society, Ginn and Company will follow these guidelines in developing its publications:

1. The company shall choose editors, authors, consultants, artists, and others associated with developing programs whose backgrounds include an awareness and sensitivity to the needs and desires of minority groups as well as other groups that make up our society. Content and graphics editors, as well as marketing staff, must also be particularly sensitive to these concerns.
2. The company will develop a variety of methods for improving staff awareness and sensitivity both to the needs and desires of all American groups and to the forces and conditions operating to the disadvantage of minority groups.
3. The content illustrations in publications should present in an accurate and balanced manner appropriate representation of minority groups and their environments.
4. Educational materials should realistically and honestly portray the contributions of all American groups to the development of our society. But, in particular, they should call attention to the significant contributions of those peoples who have been most ignored: Black Americans, Spanish Americans (especially Mexican-Americans and Puerto Ricans), First Americans, Asian Americans, and women.
5. Materials should help students appreciate the many contributions to our culture made by members of the various minority groups, emphasizing that each one has its list of achievers, thinkers, writers, artists, scientists, builders, and statesmen.
6. No materials should suggest by omission or commission or by over or underemphasis that racial, religious, regional, or ethnic groups in our society are more or less capable, worthy, or important than any other.
7. Illustrations should present a proportionately balanced number of male and female children and adults from minority groups and show them in positions of leadership, authority, and centrality.
8. Programs must recognize that there are differences in appearances between members of minority groups. Photographs often can be used. Illustrations depicting minority group individuals shall show recognizable and realistic racial features.

9. Where appropriate to the subject area, there should be shown a significant number of instances of integrated human groupings and settings to indicate equal status and nonsegregated social relationships.

10. Programs should depict life in contemporary urban as well as suburban and rural environments so that city children can find significant identification for themselves, their joys, their participation in a stimulating cultural environment (museums, theatre, etc.), and their potential for a satisfying and effective life.

11. Content and illustrations should portray racial, religious, and ethnic groups with their similarities and differences in such such a way as to build positive images.

12. The multi-cultural character of our society should be portrayed as having a unique and special value.

13. The content and illustrations should make clear through examples the historical and contemporary forces and conditions that have operated and still operate to the disadvantage of minority groups.

14. The materials should promote the goal of a pluralistic society in which every person has a right to be respected as an individual with intrinsic dignity and worth.

15. Knowledgeable members of minority groups will review materials to guard against any inadvertent bias in their contents. Reviewers will also be sensitive to current customer reactions.

16. The company's practices and policies concerning multi-ethnicity will be continuously reviewed.

September 1, 1973

HOLT, RINEHART AND WINSTON
SCHOOL DEPARTMENT

GUIDELINES FOR THE DEVELOPMENT OF ELEMENTARY AND SECONDARY INSTRUCTIONAL MATERIALS

The Treatment of Sex Roles

Because educational materials influence the development of the attitudes students carry into adult life, Holt, Rinehart and Winston considers it important that the values and societal roles suggested in instructional materials be positive ones, and that they be as free as possible from bias, stereotypes, and career-role restriction. Both men and women should be portrayed in such a way as to build positive images and foster mutual respect for both the group and the individuals in that group. Textbooks, supplementary materials, and audio-visual products should be carefully developed to contribute to a student's forming of a positive self-image and a positive, respectful image of others.

Children absorb more subliminally than authors and editors may realize. It is therefore necessary that we develop sensitivity to bias in educational materials, both to correct inequities that exist today, and to prepare children for the world they will enter when they finish their education. An editorial slant which assigns a particular societal role or set of values to a particular group of people is a form of bias, and should be viewed as potentially damaging.

Children will be exposed to role models that allow each one the greatest possible opportunity for full development as a person.

I. ROLE MODELS

The traditional roles of women in society as homemakers and in the areas of child-rearing, education, nursing, and the arts are both valuable and vital to the life of the society. No effort should be made to downgrade or disparage these roles. Rather, an effort must be made to expand the roles of both sexes, to include men in nurturing and homemaking activities and to include women in areas such as business and science. An unbalanced assignment of such roles does a disservice to both sexes. Children should see people of both sexes in a variety of activities and roles so they can identify with those models and thus develop their own individual talents and preferences to their best advantage.

(Published February 1975 by Holt, Rinehart and Winston)

A. Illustrations should reflect variety in occupation and dress for both men and women. It is not necessary to depict a woman in a dress and apron or a man in a business suit with a briefcase for them to be recognizable as male and female.

B. In view of the projection that 90% of all women will work outside the home at some time in their lives,* women are not to be stereotyped as "housewives" continually engaged in housework. Where women are represented as mothers, they should be shown, whenever possible, as having other interests--work, hobbies, sports, etc.

C. Men are to be shown participating in a variety of domestic chores, such as cooking, sewing, housework, child-rearing, etc. Care should be taken to avoid implying that they are inept at these activities or that to do them is demeaning. It should not be implied that a man who engages in domestic chores is "henpecked" or effeminate.

D. Some single-parent families will be included with both men and women as head of the household.

E. Both sexes should be allowed a full range of emotional expression. Sensitivity to the needs and wants of others will be stressed as desirable. Men should not be shown as needing to resort to violence, nor women to tears, to achieve an end.

F. No job or hobby should be shown as reflecting on the masculinity or femininity of the people who pursue it. Thus, hairdressing, truck driving, nursing, woodworking should be shown as legitimate pursuits for members of both sexes.

G. Care is to be taken in the portrayal of children. Girls should not always be shown in dresses, playing "house," or deferring to boys. Children of both sexes will be shown playing with all kinds of toys; boys should not be limited to "active," "aggressive" toys and girls to dolls and "passive" toys.

H. A balance is to be maintained in the use of role models in exercises, examples, all text materials not controlled by outside copyright, and both researched and commissioned visual materials.

1. Specifically, women and girls sometimes should be described or shown
   a) involved in competitive team sports such as baseball and soccer

*U.S. Department of Labor, Employment Standards Administration, "Facts on Women Workers," February 1973.

b) actively engaged in construction and repair—woodworking, building, mechanical and electrical work

c) as leaders

d) in investigative and analytic attitudes—collecting and analyzing rocks and minerals, studying reptiles and insects, doing math problems

e) exhibiting courageous and fearless attitudes

f) working in a variety of jobs and careers—in offices and factories, as doctors, lawyers, cab drivers, stockbrokers, telephone installers, housepainters, engineers, researchers, pilots, ship personnel, etc.

g) as larger, heavier, physically and emotionally stronger, and more aggressive than the men or the boys around them

2. Similarly, men and boys sometimes should be shown

a) playing and working together in non-competitive settings—doing a puzzle, planting flowers, shopping, etc.

b) involved in homemaking activities—cooking, cleaning, weaving, etc.

c) interested in "soft" things—fabrics, butterflies, daydreaming, babies, flowers

d) enjoying a sense of order—cleaning things up, making things neat, paying attention to personal appearance and hygiene

e) as followers

f) as interested in music, dancing, art, fantasy, poetry

g) working as assistants, secretaries, telephone operators, elementary school teachers, airline cabin attendants, practical nurses, etc.

I. The emphasis should be on positive role models for both sexes, and undue use of negative models is to be avoided.

1. Specifically, avoid the following stereotypes of women.

fearful	mechanically inept
squeamish	frivolous
passive	shrewish, nagging
dependent	easily defeated by simple problems
weepy	("just like a girl")

2. By analogy, men are not to be stereotyped as brutish, violent, crude, harsh, or insensitive.

J. Women should not always be identified in terms of relationship to a male figure (his mother, his wife, his sister), but as people in their own right. Adult members of one sex are not to be shown as being under the control of someone who lays down rules and allows or disallows certain behavior.

Use	Avoid
Jane works as a swimming instructor.	Carl lets his wife, Jane, work as a swimming instructor.
Carl plays golf on Saturday afterncons.	Jane permits her husband to play golf on Saturday afternoons.

K. In filmstrips and recordings, the same guidlines for illustrations and language will be followed as in printed matter. There are special considerations, however, for narrators and actors:

1. There should be a conscious effort to use a mixture of male and female voices in any set of filmstrips or set of recordings. Women's voices should not be restricted to the traditionally feminine subjects (literature, home economics, etc.) and men's voices should not be restricted to those subjects usually thought to be more "masculine" (science, current events, sports, etc.). The subliminal effect of distributing male and female voices throughout a wide variety of subject matter can do a great deal toward breaking down the traditional stereotypes, especially since the narrator's voice is usually thought of as the voice of strength and authority.

2. Characteristics in dramatizations used for educational materials are often identified as merely "Doctor,""Merchant," "Banker," etc. When casting these roles, producers and directors should go outside the usual sex stereotypes.

II. SUBJECT MATTER

In subject matter, educational materials will acknowledge the roles and contributions of both women and men. Materials that do not meet this criterion or which are biased in language or attitude should be avoided whenever possible.

A. There is to be a balanced representation of stories and articles by and about women and girls in readers, literature and rhetoric books, histories, and anthologies.

B. Where suitable materials do not exist in a particular subject area, existing materials are to be presented in such a way in instructions to the teacher or surrounding text as to clarify the social forces that have operated to the disadvantage of women or men in this area.

1. In quoting literature or documents (The Declaration of Independence, Shakespeare's "What a piece of work is man," etc.) that make heavy generic use of masculine forms, it should be indicated wherever possible that the terms are used to signify all people.

Generic usages of man, mankind, etc. should be pointed out and explained.

2. In books dealing with subjects that have traditionally been dominated by a particular sex (e.g., physics, aerospace, nursing) balance should be provided in photographs, in instructions to the teacher, and through the inclusion of special features such as "careers," notes on different cultures, or historical sidelights.

3. Where material is deemed sufficiently important to include in spite of an obvious imbalance, comment is to be invited in the surrounding text, teaching notes, or discussion questions.

III. LANGUAGE

Careful and sensitive use of language is important in achieving a positive tone and creating balance. Often editors and authors are not aware of the effects the generic use of "man" and the masculine pronoun have on readers. Because generic use of the masculine form is rare in everyday speech compared with specific use, many people will inadvertently infer the specific when they hear or read the generic. The natural inclination of the listener to picture an individual of the gender that is mentioned may have the unintentional effect of excluding females from the thought. This is especially true for young children who have not yet learned the abstract concept of the generic use of the masculine form.

A. Because girls may tend to feel excluded from books with titles like *Man and His World* just as a boy might feel that a book entitled *Woman and Her World* isn't meant for him, such usages should be avoided.

Use	Avoid
Scientists and Discoveries	Men of Science
History of Peoples	Man and His World
The Individual and the State	Man and the State
People and Nations	Men and Nations

In the text itself, avoid the generic use of "man" as much as possible, along with other words having masculine markers.

Use	Avoid
The founders...	The founding fathers...
When early people discovered fire...	When man discovered fire...

B. Avoid structures requiring the generic use of the masculine pronoun by rewriting the passage where possible.

Use	Avoid
When children learn their language, they...	When the child learns his language, he...
When you learn your language, you...	
or	
When a child learns language, he or she... (use sparingly)	

C. Be careful in the use of words containing masculine markers.

Use	Avoid
assistant	right-hand man
go-between, liaison	middleman
big, enormous	man-sized (job)
adulthood, maturity	manhood
synthetic	manmade
competent	workmanlike

Note that some words with masculine markers do not have non-sexist synonyms. Use them sparingly or rewrite to avoid their use.

brotherhood	fraternize
fellowship	mannish

D. Avoid belittling characterizations with feminine markers.

womanish	woman driver
woman's work	just like a woman
old-maidish	sissified
spinsterish	weak sister

E. Try to find reasonable substitutes for the compounds of man or woman unless a specific person is referred to.

Use	Avoid
police officer	policeman
firefighter	fireman
worker	workman
plumbers, electricians, etc.	repairman

Use	Avoid
chairperson or chair; also rephrase to "the meeting was chaired by..."	chairman, chairwoman*
cave dweller	caveman
Member of Congress, Congressional Representative; Representative Rodino, Representative Jordan	congressman, congresswoman
business person, business people	businessman, businesswoman businessmen
postal worker, letter carrier, mail carrier	mailman
sales person, sales representative; salespeople, sales force	salesman, saleswoman, salesmen
insurance agent	insurance man

*NOTE: Be careful to avoid using -person coinages to mean -woman as in "Chairman George Smith and Chairperson Louise Brown" or "The salesmen and other salespeople in the Western Region."

F. Women and men will be treated with equal dignity, and respect, and comments about them should be given equal weight.

1. Do not describe women in terms of their physical attributes or appearance unless men are also described in comparable terms. Particularly to be avoided are adjectives that tend to diminish women by portraying them as cute, fragile, delicate, helpless, doll-like, etc., and jokes or inneundos focusing on a woman's physique.

Use	Avoid
Mr. and Mrs. McAllister run a garage. or Mr. McAllister, a handsome man with a full red beard and a mane of tawny hair, runs a garage in partnership with Mrs. McAllister, a striking blonde who works the pumps.	Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pumps.

2. Avoid referring to women in terms of their relationship to men or their families.

Use	Avoid
George Stewart, Board of Education President, and Mary Leng, Chairwoman of the Ad Hoc Committee...	George Stewart, Board of Education President, and Mary Leng, wife of Doctor Harry Leng...
or	
George Stewart and Mary Leng	George Stewart, Board of Education President, and Mary Leng, mother of four...

When women are referred to in marital relationships, the correct term is "wife."

Use	Avoid
wife (or name of person)	the wife the little woman the old lady the better half

Similarly, avoid referring to a husband as "the old man."

3. Terms, titles, and names should be used in a parallel construction, with females sometimes mentioned first, for variety.

Use	Avoid
men and women; boys and girls; women and men; girls and boys	men and girls
President and Mrs. Ford	President Ford and Betty
the husbands and wives; the couples	the men and their wives

4. Women are referred to by their own names, not by titles indicating marital relationships, unless this is significant in context and/or men are referred to in the same way.

Use	Avoid
Dolley Madison	Mrs. James Madison
Senator Percy and Governor Grasso; Mr. Percy and Mrs. Grasso; Charles Percy and Ella Grasso.	Senator Percy and Mrs. Grasso

5. The term *ladies* is to be used when men are referred to as *gentlemen*, and not as a modifier (*lady lawyer, lady mechanic*). It is to be avoided as a mark of false respect, as in "cleaning lady" (use *cleaners, custodians*). Because *ladylike* has come to mean "over-nice" or "unnaturally affected" to many people, it may be best to avoid using it.

6. Professional titles are sufficient to identify professional women. Avoid the use of *woman* as a modifier, as in *woman doctor, woman lawyer*.

Use	Avoid
The well-known doctor, Virginia Apgar,	The well-known woman doctor, Virginia Apgar...
The doctor reached for her bag.	The woman doctor reached for her bag.

Women in business are referred to by their job titles.

Use	Avoid
assistant	gal-Friday
secretary	girl

7. Avoid the use of special terms for women in particular job categories, such as *poetess, authoress, usherette, aviatrix*. Use *poet, author, usher, pilot*, etc.

8. *Ms.* is acceptable usage where a woman's marital status is not significant in context or is not known, or when the woman is known to prefer it.

9. Authors and famous people no longer living are conventionally referred to without title, by full name the first time it appears and by last name only thereafter, unless this would not be clear in context (as with Amy Lowell and James Russell Lowell).

Use	Avoid
Frost, Robinson and Dickinson	Frost, Robinson, and Miss Dickinson
or	
Robert Frost, Edwin Arlington Robinson and Emily Dickinson	
Robert Browning and Elizabeth Barrett Browning	Browning and Mrs. Browning

Use	Avoid
After founding Hull House, Jane Addams...; then Addams	After founding Hull House Miss Jane Addams...; then Miss Addams
Pierre and Marie (or Marie and Pierre) Curie; the Curies	Mr. and Mrs. Curie, Dr. and Mrs. Curie

Scott, Foresman and Company

GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS

Sexism refers to all those attitudes and actions which demean or stereotype individuals or groups because of their sex. These guidelines focus specifically on the elimination of sexism as it relates to women in textbooks.

Whether accidentally or intentionally, women have frequently been treated as inferiors. Textbooks should treat women and men as equals. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women or men only in stereotyped roles with less than the full range of human interests, traits, and capabilities. The actual role of sexism in society, past and present, should not be ignored; and, where appropriate, textbooks can discuss sexism as an important phenomenon without reflecting or reinforcing sexist bias.

GENERAL GUIDELINES FOR TEST AND ILLUSTRATIONS

The actions and achievements
of women should be recognized

The contributions of women to politics, the sciences, the arts, and other fields often considered exclusively masculine should be presented and explored.

The works of female authors are too often omitted from anthologies. When compiling or revising such texts, editors should actively search for material written by women.

Females should be included as often as males in math problems, spelling and vocabulary sentences, discussion questions, test items, and other exercises. Very often the overall tone of a book is sexist because males are more frequently mentioned in exercises or because the exercises present only stereotypes.

Although many factors determine the content of textbooks—authors, permissions, space, time, money, the market, etc.—these limitations should not be used to excuse bias, prejudice, or insensitivity.

Women and girls should be given
the same respect as men and boys

Writers, editors, designers, and illustrators should make sure that both male and female readers feel that a publication is directed to them.

Material should be scrutinized carefully in the context of the book as a whole to ensure that contempt for women as a group is not inadvertently being fostered. For example, writers should take care that material about a woman who is stupid, financially inept, a bad driver, a shrewish mother-in-law, a blind follower of male initiative, etc. does not present these qualities as typical of women as a group. Girls and women should not be shown as more fearful of danger, mice, snakes, and insects than boys and men are in similar situations.

Women and girls should not be shown as unworthy people when they do not conform to male standards. Males should not be viewed as having a monopoly on ability to judge what is interesting or worthwhile.

Although women are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians, and other minorities.

Abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes

One reason often cited for the overwhelming percentage of selections by or about males in literature and language arts texts is that boys will read only stories about boys, whereas girls will read anything. If females were not depicted as passive, lackluster, sweet but senseless drudges, both boys and girls would find them more interesting. Few boys have rejected *Alice in Wonderland* or *The Wizard of Oz* because the main characters are girls.

Females as well as males possess courage, physical strength, mechanical skills, and the ability to think logically. Males as well as females can be fearful, weak, mechanically inept, and illogical. Females can be rude, intractable, active, or messy. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as "masculine" or "feminine" are misrepresenting reality.

Both men and women should be shown cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown making decisions; participating in sports; writing poetry; working in factories, stores, and offices; playing musical instruments; practicing medicine and law; serving on boards of directors; and making scientific discoveries. However, care must be taken to avoid replacing old stereotypes with new ones. Showing some women in traditional roles, such as housewife or nurse, is not sexist if women are shown in other roles as well.

Children often conform to the standards of their peers because they fear ridicule. If only boys are encouraged to be active and competitive, girls with these inclinations may learn to stifle them. If only girls are encouraged to express openly such emotions as fear, sorrow, and affection, boys may feel reluctant to express these emotions.

Both men and women have much more to gain from the elimination of stereotypes. Textbooks which avoid male and female stereotyping will more accurately represent reality, encourage tolerance for individual differences, and allow more freedom for children to discover and express their needs, interests, and abilities.

RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

Dealing with the omission of women

Terms and titles which use man to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
early man	early humans, early men and women
Neanderthal man	Neanderthals, Neaderthal men and women
When man invented the wheel...	When the wheel was invented...
History of the Black Man in America	*History of Black People in America*
Man and His World	*World History*

Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
businessmen	businessmen and women, business leaders, operators of small businesses, entrepreneurs, merchants, industrialists*
congressmen	members of Congress, congressmen and women
mailmen	letter carriers
repairmen	people who repair...,repairers

*Since the term businessmen is often used loosely, it may be helpful to describe the person or persons in more precise occupational terms.

A patronizing tone toward women, created by euphemisms, diminutive suffixes, and lack of parallelism, must be avoided. References to a woman's appearance, marital status, and family should not be made unless these items would be noteworthy in referring to a man in the same context.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
the fair sex, the weaker sex	women
the girls in the office	the women in the office
sculptress, suffragette	sculptor, suffragist
the ladies and the men	the women and the men, the ladies and the gentlemen
men (and women)	men and women
man and wife	husband and wife, man and woman, the couple
The works of Hemingway, Steinbeck, and Miss Buck were widely read.	The works of Hemingway, Steinbeck, and Buck were widely read.
The poetic style of Emily Dickinson and E.E. Cummings are quite different. Emily's style is spare and simple, while Cummings'...	The poetic styles of Emily Dickinson and E.E. Cummings are quite different. Dickinson's style is spare and simple, while Cummings'...
Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.	Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the chemist who discovered radium.
	Galileo was the handsome astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.
The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, a pert, blonde grandmother of five.	The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, credit manager for Bloominghill's department store.
	The candidates were Bryan K. Wilson, a handsome, silver-haired father of three, and Florence Greenwood, a pert, blonde grandmother of five.

Eliminating sex-role stereotypes

Editors and authors should be cautious when they assign certain activities or roles to people or otherwise differentiate between

people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role. This is not to say that girls should never be pictured play with dolls or that boys should never be pictured playing with baseballs, but that a more varied picture is also a more realistic one.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	In New England, the typical farm was so small that the family members could take care of it by themselves.
Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood.	Children had once learned about life by listening to aunts, uncles, grandparents, and the wise people of their town or neighborhood.
Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.	Write a paragraph about what you would like to do when you grow up.
Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit the winning home run.	Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a father, for example, a toy truck might serve as a reminder of a boy who has grown up. A girl might keep a broken tennis racket because it reminds her of a hard-won championship. Personal symbols... To a parent, for example, an old puppet might serve as a reminder of a girl who has grown up. A boy might keep a Halloween costume as a souvenir from his childhood.

When creating spelling, math, and other exercises using fictitious people, authors and editors should make sure that stereotypes are not perpetuated.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Al listened patiently to the ladies chatter.	Al listened patiently while the women talked.
The ex-stenographer got a job as a stewardess with an airline.	The ex-stenographer got a degree in accounting.

Words like *spokesperson* and *chairperson*, introduced into the language to prevent the omission of women, should not be applied to women only. When *person* is used, it refers to either a man or woman.

EXAMPLE OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVE:
Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union.	Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesperson for the union.

Males or females are often chosen to represent "typical" examples, thereby excluding one of the sexes from the reader's thoughts. There are many ways to avoid such stereotyping

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
the common man, the man on the street	ordinary people
the man who pays a property tax	the person who pays a property tax
the typical American...he	typical Americans...they
the teacher...she	the teacher...he or she, teachers...they
the housewife who complains about higher prices	the consumer (homemaker) who complains about higher prices

Wherever possible avoid the use of "he-him" referents. It is often preferable to use a plural sentence with plural pronouns; or substitute he or she, her or him, him/her, or a synonym for the noun. It is becoming increasingly common in all but formal usage to mix singular nouns with plural pronouns, as in the sentence "Ed and Sue were present, but neither expressed their views." Often pronouns that needlessly refer to sex can be replaced: "Ed and Sue were present, but neither expressed any views."

Changing language that demeans women

Writers often judge women's achievements by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like *girl*, *young woman*, *woman*, *lady*, and *gal* often subtly denigrate women's achievements. They should be used only when their counterparts *boy*, *young man*, *man*, *gentleman*, and *guy* would be appropriate in referring to a male.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Andrew Wyeth is a fine painter, and Georgia O'Keefe is a fine woman painter.	Andrew Wyeth and Georgia O'Keefe are fine painters.
Marie Curie did what few people-men or women-could do.	Marie Curie did what few people could do.
Mary Wells Lawrence is a highly successful lady advertising executive.	Mary Wells Lawrence is a highly successful advertising executive.

Terms such as *woman doctor* or *female executive* are generally unacceptable. Where it is desirable to refer to a person's sex, references should be made with the aid of feminine pronouns: "The doctor walked into the room and put her bag on a chair next to the patient's bed." In some cases, however, it is necessary to refer directly to a person's sex, as in the sentence: "The works of female authors are too often omitted from anthologies."

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
The ancient Egyptians allowed women considerable control over property.*	Women in ancient Egypt had considerable control over property. Men in ancient Egypt allowed women considerable control over property.+
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.*	Slaves tried to maintain family relationships, but the laws did not recognize slave marriages.
the farmer and his wife* a homeowner and his family*	a farm couple homeowners and their children

*These examples do not make sense inasmuch as terms like *ancient Egyptians, slave, farmer, homeowner* include women.

+This sentence would be correct only if the author could prove that men in ancient Egypt could choose to grant or deny property rights to women.

Care must be taken to avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES
Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.	Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out a recognizable shape is a triumph.
The boys like action stories, and both boys and girls like animation comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories.	Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

Revising sexist manuscripts

A manuscript may contain so many instances of sexist language that a complete revision is necessary. Following are two such selections along with possible revisions.

SEXIST PASSAGE:	SUGGESTED REVISIONS:
Have one member of the class walk onstage into an environment of his choosing (remembering the difference between showing and doing, be sure he does not show you where he is, but rather does what he would normally do in that place.) When you are sure where he is, join him in the environment. As each member of the class discovers where he is, they in turn may join him onstage.	Imagine yourself in a particular situation. Without telling the class where you are, walk onstage into this environment. Remember the difference between showing and doing and do what would normally be done in the place you have chosen. As other class members recognize your environment, they may join you onstage, becoming a part of the same situation.
Born in Manchester, England, in 1922, the daughter of a greengrocer, Mary Barrington spent a typical girlhood doing chores around the house and reading the works of female authors such as Jane Austen and Emily Brontë. Although she was considered attractive [illegible] men and had several suitors, she rejected	Born in Manchester, England, in 1922, the daughter of middle-class parents, Mary Barrington spent a good deal of her childhood reading the works of well-known English authors such as Jane Austen and Emily Brontë. She was intent on pursuing a literary career, and her sharp mind attracted the attention of

the joys of marriage in order to pursue a literary career. Her sharp, masculine mind attracted the attention of instructors at Queen's College where she won the coveted Queen's Prize for literature in her final year. By 1946 Miss Barrington had become a nationally known authoress, largely due to her best-selling novel *Crassington* which dealt with man's alienation — a theme that recurred in the eight novels that followed. Now semiretired, she can occasionally be seen on the outskirts of Manchester, sporting the good looks and trim figure that belie her age.

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Dealing with unavoidable sexism

If, after careful consideration, an author or editor finds it desirable to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. For example, the following questions appeared in one text after the story "The Journal of a Wife-Beater":

1. The Latins have a word for it: *machismo*, that flaunting of masculinity that is expected in certain male-dominated societies. To what degree does the Vasili who begins this journal seem to accept this concept of male superiority?
2. Every time Nitsa hits her husband, she states calmly, "I owed you one...." Is she, as she claims, simply repaying a debt?
3. Try your hand at writing a journal Nitsa might have kept for the days covered in the story.

BIBLIOGRAPHY

Below is a brief listing of several publications and periodical references useful for reviewers of curriculum for sexism. In addition, addresses of organizations engaged in ongoing preparation and publication of material concerning sexism are given.

Rather than duplicating the extensive work done by others in identifying resources, including organizations and bibliographies, we have reprinted on pages 86-88, a section from *Images of Women*, published by the Pennsylvania Department of Education in 1973. We are grateful to that agency for permitting us to use the material.

Books and Pamphlets

Ahlum, Carol, and Fralley, Jacqueline. *Feminist resources for schools and colleges. A guide to curricular materials.* Old Westbury. Feminist Press. 1973.

This inexpensive booklet is invaluable for schools wishing to bring change with regard to sexism in the classroom. In addition to other guidelines for review of instructional materials, entries include listings of non-sexist books at various grade levels, and of multimedia, including simulations.

Business and Professional Women's Foundation. *Sex role concepts: an annotated bibliography.* Washington, D.C.

Education Committee of Pennsylvanians for Women's Rights. *Self-study guide to sexism in schools.*

This publication contains a wealth of suggestions for examining curriculum, instructional materials and library collections, as well as examining school staffing, and the total program of the school.

Educational Challenges, Inc. *Today's changing roles: an approach to non-sexist teaching.* Washington, D.C. Resource Center on Sex Roles in Education, the National Foundation on the Improvement of Education. 1974.

Subtitled "Teacher resources with curriculum related activities," this publication offers a wide variety of classroom strategies at both elementary and secondary levels which encourage both female and male students to examine sexist stereotypes, analyze implications of economic statistics, discuss human rights, and apply the valuing process to problems of sexism.

Educational Task Force, NOW. *Children's literature and curriculum.* New York. National Organization for Women.

A list of literature on sexism in children's books.

____. *Dick and Jane as victims.*

Sex stereotyping in children's readers.

____. *Little Miss Muffet fights back.*

A listing of recommended non-sexist books.

Haller, Elizabeth. *Images of women.* Harrisburg. Pennsylvania Department of Education. 1973.

Prepared as a bibliography of feminist resources for Pennsylvania schools, this publication would be particularly helpful to provide better balance in library and media collections.

Kalamazoo Public Schools. *Recommendations for eliminating sex and racial discrimination in the instruction program.* K-12. Draft. Kalamazoo. 1974.

The contains a step by step plan being used in the schools to achieve the objectives described in the title. The Kalamazoo experience offers a useful model to apply in other school districts.

McLeod, Jennifer and Silverman, Sandra. *You won't do.* Pittsburgh. KNOW, Inc. 1973.

Subtitled "What textbooks on U.S. Government teach high school girls," the study also includes suggestions for change.

Resource Center on Sex Roles in Education. *What can you do about biased textbooks.* Washington. National Foundation for the Improvement of Education. updated.

Suggestions include activities for community groups as well as for school staff and students.

Stacey, Judith, Bereaud, Susan, & Daniels, Joan, eds. *And Jill came tumbling after: sexism in American education.* New York. Dell. 1974.

Periodicals

Bill of Rights newsletter. Fall 1972. The Constitutional Rights Foundation. Los Angeles.

The emphasis is upon sex roles and society. There are a number of sources relevant to curriculum listed.

Current developments report. Women Law Reporter, Inc., 514 Massachusetts Ave., Washington, D.C. 20006.

Although some schools may find a subscription to this service too expensive, those concerned with sexism in curriculum should have access to it.

Educational leadership. November 1973.

A series of articles, including guidelines for reviewing curriculum.

Inequality in education. Number eighteen. October 1974. Center for Law and Education. Harvard University.

Much of this issue deals with the legal aspects of sex discrimination. Curriculum and classroom examples are also cited.

Law in American society. September 1974. Law In American Society Foundation. Chicago.

While the major focus of this issue is upon providing information concerning the legal status of women, there is also a section on classroom strategies in teaching about justice for women.

Phi Delta Kappan. October 1973.

Contains a series of articles concerning education and the feminist movement, including suggestions about reviewing the curriculum.

Social education. December 1972; March 1975.

Contains several articles concerning sexism in social studies classrooms. The more recent issue has a wealth of resource listings.

Women's studies newsletter. Box 334, Old Westbury, New York 11568.

Published four times a year.

Source Addresses

AFT Women's Rights Committee
1012 Fourteenth St., N.W.
Washington, D.C. 20005

Business and Professional Women's Foundation
2012 Massachusetts Ave., N.W.
Washington, D.C. 20036

Emma Willard Task Force on Education
1520 W. 27th Street
Minneapolis, Minnesota 55408

Feminist Press
Box 334
Old Westbury, New York 11568

KNOW, Inc.
P.O. Box 86013
Pittsburgh, Pennsylvania 15221

National Organization For Women: Education Task Force
P.O. Box 4315
Grand Central Station, New York 10017

Pennsylvanians for Women's Rights Education Task Force
218 Chestnut Street
Lancaster, Pennsylvania 17603

Resource Center on Sex Roles in Education
The National Foundation for the Improvement of Education
Suite 918
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

Women's Action Alliance
200 Park Avenue
New York, New York 10017

RESOURCES/ORGANIZATIONS/BIBLIOGRAPHIES

Emma Willard Task Force on Education, 1520 West 27th Street, Minneapolis, Minn. 55408. A packet of materials including proposals for change, classroom materials and resource lists for K-12 teachers. ($3.50).

Everywoman Bookstore, 2083 Westwood Boulevard, Los Angeles, California 90025. New catalog every two months. Catalog of Non-sexist Children's Literature, 10¢ plus self-addressed stamped envelope.

The Feminist Press. Children's books: Box 334, Old Westbury, Long Island, New York 11568. Reprints of works by women writers: 10916 Swansfield Road, Columbia, Maryland 21043.

KNOW, INC. P.O. Box 10197, Pittsburgh, Pa. 15232. Distributes newsletter. Publishes reprints of key feminist articles, five volumes of *Female Studies*.

Lollipop Power, P.O. Box 1171, Chapel Hill, North Carolina 27514. Publishes non-sexist children's books. Catalog, $1.00, free to indigent day care centers.

New England Free Press, 791 Tremont Street, Boston, Massachusetts 02118. Off-prints of articles on women's liberation.

Radical Education Project, Box 561-A, Detroit, Michigan 48232. Reprints of articles relevant to women's liberation and education.

San Francisco Women's Media Workshop, 2224 15th Street, San Francisco, California 94114. Tapes for rent or sale. One on sex role conditioning (30 minutes) is titled, "And That's What Little Girls Are Made Of."

Source Book Press, 185 Madison Avenue, New York, N.Y. 10016. Reprints of the publications of the first American feminist movement. 40 titles/63 volumes -- $850.00.

Women's Heritage Series, Inc. 838 15th Street, Santa Monica, California 90403. Famous Feminists Series booklets, calendar, posters, cards.

The Women's History Research Center, 2325 Oak Street, Berkeley, California 94708. Archives of the current women's movement, international in scope. Issues directories of women's periodicals, a song book, tapes and periodical lists of research projects.

(From Images of Women by Pennsylvania Department of Education. November 1973. Reprinted by permission.)

Clearinghouse on Women's Studies, Florence Howe and Carol Ahlum, SUNY/College at Old Westbury, Box 210, Old Westbury, NY 11568. Has a file of more than 600 courses in women's studies and descriptions of some 300, descriptions of 17 women's studies programs, information on degree-granting programs. Issues periodical fact sheets.

Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, NY 10017. Compiled an annotated list of recommended non-sexist books for young readers, with suggested age range, *Little Miss Muffett Fights Back*, 50¢, a copy. Issues bibliography of articles on sex stereotyping in children's media, periodically updated. Has program with tapes and slides, "A Feminist's View of Children's Literature", approximately one hour long. The program is free, but if presented outside the New York metropolitan area, travel expenses and audio-visual equipment must be provided.

NOW Boston Chapter. "Images of the Growing Girl." 45 Newbury Street, Boston, Mass. 02116. Five reading lists/45¢: Preschool, Elementary, Junior High, High School, General Adult.

NOW Cleveland Chapter. Jean J. Weber. 8470 Wiese Road, Brecksville, Ohio 44141. Secondary school psychology texts.

NOW New York City Chapter. Anne Grant West. 453 7th Street, Brooklyn, New York, N.Y 11215. Study of all areas of sex discrimination in the New York City public school system.

NOW Union County Chapter. Jean L. Ambrose. 549 Lenox Avenue, Westfield, New Jersey 07090. Alternatives to the usual Home Ec./Shop courses which eliminate sex stereotyping.

Pennsylvanians for Women's Rights. Education Task Force. 218 Chestnut Street, Lancaster, Pa. 17603. All aspects of sex discrimination in Pennsylvanian schools. Text-book monitoring project. Kit on fighting sexism in the schools -- "Self Study Guide to Sexism in the Schools."

Westside Women's Committee, P.O. Box 24D20, Village Station, Los Angeles, Calif. 90024. Published a memorandum, "Sex Stereotypes in the Classroom" in the fall of 1971 for distribution to school authorities. Preparing a guide for authors, editors and textbook review committees; collecting reports of instances of sex discrimination (involving boys as well as girls) in California; preparing a statement on the subject of sex channeling in public schools.

Woodward Feminists. Brett Vuolo. 305 8th Avenue, Brooklyn, NY 11215. Analysis of the curriculum of Woodward School in Brooklyn, a parent-teacher cooperative; suggestion revision of present curriculum; initiation and implementation of reforms.

Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540. Study of the content and effects of printed media on children.

Women's Action Alliance, 200 Park Avenue, New York, NY. Committee on sex-stereotyping in textbooks will serve as a general clearinghouse of information on all groups engaged in such studies will arrange programs and aid groups wishing to implement curriculum reforms.

The Year's Work in Women's Studies, Women's Center, Barnard College, New York, NY 10027. Reports on activities in women's studies, including not only scholarly research but also innovative projects. An annual round-up to begin publication Summer 1972.

Sex Role Concepts: An Annotated Bibliography, Business and Professional Women's Foundation. 2012 Massachusetts Ave., NW., Washington, DC 20036.

Astin, Helen S., Nancy Suniewick and Susan Dweck. *Women: A Bibliography on Their Education and Careers*. Human Service Press, 4301 Connecticut Ave., NW., Washington, DC. 1972. $5.95.

Cisler, Lucinda. *Women: A Bibliography*. 102 W. 80th Street, New York NY 10024, 25¢.

Harrison, Barbara Grizzuti. *Unlearning the Lie: Sexism in School*. Liverright. 1973. $6.95.
A blueprint for action for schools and parents who reject sexism in education; developed by the sex roles committee at the Woodward School in Brooklyn, N.Y.

Mendenhall, Janice (ed.) *Films on the Women's Movement*. Office of Civil Rights, General Services Administration, Washington, DC 20405. Single copies free.
This is a very comprehensive list of films dealing with various aspects of women's lives or the Women's Movement. Provides a wide selection for a variety of audiences. This list is updated twice a year.

Wheeler, Helen. *Womanhood Media: Current Resources About Women*. The Scarecrow Press, Box 656, Metuchen, N.J. $7.50.
An annotated guide to source material on the women's movement, including information on print and nonprint media organizations.